

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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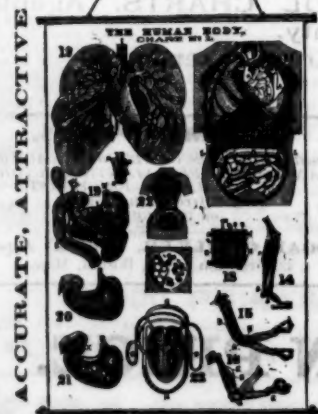
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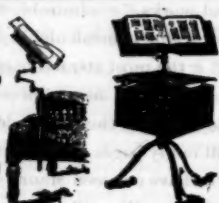
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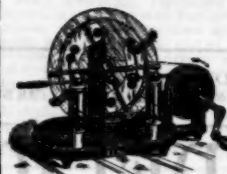
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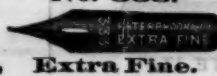
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WE return thanks to teachers in all parts of the country for news about the educational gatherings. No one can read these reports without devout thanksgiving; there is progress in the air. We are glad our space allows us to publish these significant signs of better days.

This number of the JOURNAL will be laid before a large number of Institutes. It does not of course contain those intensely practical articles that will be begun again in the August issues, being devoted to important meetings of teachers; yet it will be found worthy of its splendid national reputation.

THERE is need of broad-mindedness by the teacher. His narrowness will crop out, and the public will rate him lower accordingly. Some can teach reading from a certain reader, or numbers from a certain arithmetic. Some are great in teaching one thing, as penmanship; their pupils produce fine work, but spell badly, yet they are satisfied. Some pick up an idea, as that of illustration, and push it at every meeting. The teacher should be a man of large thoughts, of liberal culture, and give other people a chance; the sun, moon, and planets do not revolve around his school-room. He should make his school-room cosmopolitan; it should be more than a reciting place in grammar, arithmetic, and geography.

THE utterances of the associations this year seem to us to be more than usually strong and dignified. There is a manly ring about them; there is a clearer perception of what is needed to advance education; small doctrines are laid aside; there is a willing recognition that education has made a great advance during the past few years; new men are coming into the field; there is an evident comprehension of principles never before so apparent. The best sign in the sky is, that education is not only defined as character building, but the effort is to effect the building of character in the schools; something more than mere scholarship is being aimed at by the teachers it is plain.

A MERCHANT advertised for a lady copyist, at \$6.00 per week and no board, and his wife for a girl to do housework for three persons, at \$3.00 per week and board. To the former over three hundred replied, and to the latter only three, and none of them would take the place.

These are examples that are constantly coming to the surface, and show the condition of the public mind in respect to work. The shops can get at low prices all the girls they need; the household is despised and neglected. And yet, the best of the world have to live in those households—the wives and mothers. No small amount of talk and writing has been spent on this problem. It is far better to be in the kitchen of most of the American homes than in the shops, and yet young women refuse to go there. Part of this is due to the fanciful independence that the shop girl thinks she possesses; the American idea of independence costs a great deal.

The teacher has more to do than teach the elements of the sciences; she must form public opinion; she must teach that alcohol is a poison; that wearing corsets means little comfort and poor health; that tight shoes produce corns, and thin ones consumption. This is but a beginning of subjects embraced under the "Miscellaneous" of the course of study. There are a hundred subjects that girls need instruction upon, that bear on their happiness in future years more than geometrical rules or cube root.

Possibly the sphere of the future life-work of the pupil may not be dealt with exhaustively at one time; but it should be shown that all honorable work is honorable. There are many girls who have graduated from the common schools this summer that must do something at once. They can enter a kitchen where no washing or ironing will be required, and be under the care of kind people, or they can struggle in shops and offices. The mistaken judgment that leads them to prefer the latter is too often formed in the school-room. A teacher that would instill in their minds that she honored all kinds of work, kitchen work or shop work, would do a great amount of good. At such an age the average girl is very apt to form erroneous judgments, and good sound advice is much needed.

GRADING THE SALARIES.

THE subject of salaries appeals to all classes of teachers. Within a few years it has become more apparent to the people that there is such a thing as skill in teaching, and that one with skill is worth more than one without it. This view of the subject is destined to spread until only skillful teachers will be employed. In cities it has been found necessary to fix the rate of payment proportionate with the work, but there is no general rule for this in the State of New York. A teacher of a school averaging fifty pupils is paid \$30 per month in one district, in another \$40. It is attempted in this article to propose a uniform rate for the whole state. Of course this article is tentative; its object is to lead to investigation.

If there was a scale fixed upon the teachers would know how much to ask for their services. For example: if a teacher should be negotiating with the trustees of a district, he would ask:

"What is the average attendance?"

"Thirty."

The teacher would know from this scale that the salary should be \$300, or \$30 per month, (ten months to the year), and say, "I shall charge \$30 per month." As it now is, it is a matter of bargain; the teacher gets all he can, and the trustee gives as little as he can. If the trustee knew that \$30 was the price the state over for a school averaging thirty pupils, he would not "beat down."

During the past summer the writer was at the house of a trustee when a teacher called. There was nothing whatever said as to the size of the school.

"What do you ask?" said the trustee.

"I expect thirty-five dollars."

"We thought we ought to get a teacher for thirty dollars."

Now, this was the attempt of a shrewd man to make a good trade; there was no market price. The teacher asked all he dared; the trustee "beat down" all he dared.

In offering this scale the writer asks, (1) to have it remembered that it is simply a theoretical scale; (2) that he desires opinions on it; (3) that it is for teachers without assistants and for principals, (assistant teachers need an entirely different scale.) Let us fix on some regular scale that is reasonable, and then get the teachers to stick to that scale. The proper thing would be for the State Association to adopt a scale. This scale supposes a school to be in operation ten months in the year. It proposes a school to be known by its average attendance. Thus a school is designated as "grade 80," "grade 60," etc:

Aver. attendance.	Salary.	Aver. attendance.	Salary.
3,000	\$3,000	2,000	\$2,750
1,000	2,500	900	2,250
800	2,000	700	1,800
600	1,600	500	1,400
400	1,200	300	1,000
200	875	100	750
90	625	80	500
70	450	60	400
50	375	40	350
35	325	30	300
25	270	20	250
15	225	10	200

The eight lower salaries, 10-50, differ by \$25 only, because here the supply is great of those who can teach, or think they can teach a school of fifty pupils or under. The next two, 60-70, differ by \$50, because the difficulties increase as the school goes over fifty pupils; schools of that size are in small villages, and there are troublesome pupils, usually there is no assistant.

The next three, 80-200 differ by \$125, for assistants are employed, and the teacher becomes a principal with responsibilities, and beside he has the higher classes, so called, to teach. The next five, 300-700, differ by \$200, because of the responsibility and labor; the school is a graded school, the languages are taught, the sciences are illustrated by apparatus. These men are usually college or normal school graduates. The next five grades, 800-3,000 differ by \$250. These are principals of our city schools.

The table is submitted in order to call the attention of the profession to a practical subject that ought not to be neglected. Let the teachers, like other laborers, attend to their interests. The county commissioners can aid in this matter very much. They can say to the trustees of a district: "You do not pay enough considering the size of your school." Let a reasonable scale be fixed upon, and then put in operation.

EDITORIAL CORRESPONDENCE.

Two Wagner cars full of teachers went from New York to Topeka. Among them were Assistant Superintendent Jones, of New York city. Principals Merwin, Hanniford, and Miss A. S. Phillips, of Brooklyn. Principal Zabrickie of Grammar School 16, New York, accompanied by his wife, Miss S. Garnet, principal of Female Grammar School 81, also Miss M. F. Vandervoort, Miss M. J. Robinson, Miss M. F. Goodwin, Miss Francis A. Constock, Miss M. C. Lamb, Miss Bachman, Miss Sarah Goldie, and Miss Grafton of the schools of this city. Miss Julia E. Balkley, superintendent of the Plainfield, N. J., schools. Miss Laing, principal of the Froebel Institute, Brooklyn, Miss Dearborn of Orange, Miss Hattie A. Todd of Stamford, Conn., Mrs. and Miss Denison of New York, Miss Mary Irwin of Mt. Vernon, Mr. Randall Spaulding of Mont Clair, N. J., Mr. Addison J. Wells, Springfield Store, Mr. S. S. Surdam, Oyster Bay, Long Island, Professor Seward, teacher of Tonic Sol Fa in the New York city schools, Mr. Milton H. Allan of Medford, N. J., Mr. Vernon L. Davey of East Orange, N. J., Mrs. Graham and daughter, of Mt. Vernon, N. Y., Mr. Seward W. Cogswell, New Haven, Conn., Mr. and Mrs. Hawkes with son, of the house of A. S. Barnes & Co., and Rev. C. H. Mann with two sons, of Orange, N. J. They spent a day at Niagara Falls and stopped over Sunday at Chicago. The run from the Falls to Chicago, over the Michigan Central, was one of the quickest on record, as was the passage over the C. B. & Q., and the Atchison, Topeka, and Santa Fe to Topeka. No accident or detention worth mentioning occurred, the cars were well cared for, and the conductors most agreeable and attentive. Everything possible was done by the officials to make the trip pleasant. The train from the Falls was a special one, running on its own time and making no stops except for its own convenience. The result was the train left Suspension Bridge at 4 p. m., and reached Chicago at 7:30 the next morning; leaving Chicago at 6 p. m.; it reached Topeka at 1:30 p. m. the next day. This was remarkable time, sometimes on the Michigan Central making, for hours, a mile in 53 seconds, and on the C. B. & Q. almost as high a rate of speed. The excursion was in every way a success. A more harmonious and happy party never left New York city, and it would have been the unanimous vote to continue around the world, if it had been possible, so thoroughly enjoyable had been the trip. J. A.

DR. BEARCE of Brooklyn, in his remarks before the New York State Teachers' Association, said that pupils should write a large copy-book page in fifteen minutes. If it isn't written in this time he doesn't call it writing. He also said that the successful teacher of penmanship is one who can bridge the chasm between movement and form.

ONE of the cleverest papers read before the New York State Teachers' Association at Niagara Falls was by Supt. W. J. Ballard of Jamaica. Mr. Ballard took with him a class of his girls and they showed the association what sensible gymnastic exercises are. There was no straining for exact time and taking movements. Their exercises were original and thoroughly scientific. No association or institute could have a better object lesson or a more convincing exposition of physical movements and how to teach them than by seeing Mr. Ballard's girls go through their physical exercises. We are not at all certain but it would pay for the state to hire him and his girls to visit all the institutes of this state, during the coming school year, and show by actual exhibition how perfectly possible practical and practicable physical drills in schools are, and how easily they may be introduced by any teacher possessed of a modicum of energy and common sense.

A WRITER in the *Oregonian* recently expressed himself so excellently on the subject of technical scholarship that we quote it entire.

"Napoleon did not think much of scholars in politics. His opinion was, in thought at least, about identical with what Simon Cameron expressed when he heartily cursed 'them d-d literary fellers.' There is a basis of truth in this estimate. Men who are technically scholars generally fail in practical statesmanship. Scholars who dip into statesmanship generally have strength of intellect. Their motives are apt to be pure and their aspirations high, so that their influence and example is of substantial value; and yet a long list of historical failures goes to prove that seclusion with books does not fit men for practical affairs. A strong bias for literature seems to unfit men for practical affairs as much as a strong b

for music; or, as has been said, Hugo would not have ruled France well, nor Wagner, Germany. The literary faculty, when highly developed, is seldom associated with a genius for administration of practical affairs, and the exceptions are so few on both sides of the water as to prove the rule. Gen. Chamberlain, of Maine, president of Bowdoin College, scholar, soldier, and governor, seems to be our only notable exception; while Gladstone, who is a scholar, a financier, a great debater, and an impassioned orator, is the only illustrious exception in Europe. The list of failures includes Bacon, Milton, Fox, Burke, Sheridan, Chateaubriand, Lamartine, Hugo, Castelar, Grote, Mill, Macaulay, Kinglake, where the peculiar faculty of literary genius or scholarship has been tried and found wanting in practical politics. Some of these men, like Burke and Fox, in England, and Madison and Calhoun, in our own country, were men of genius as philosophical and learned statesmen, but all lacked large executive talent—the kind of capacity displayed by Cromwell, Clive, Richelieu, Frederick the Great, Cavour, Bismarck, Washington, Jefferson, Jackson, DeWitt Clinton, Morton, Stanton, Andrew, who did not debate, but could govern. If your scholar in politics is an orator, too, he is still less likely to shine as an executive. Tilden was no orator, but he was a vigorous executive. Garfield shone on the stump, but he lived long enough as President to show that he was not a man of administrative or executive genius. Many silent men have the faculty to govern well. Indeed, as a rule, the men who have talked the least have governed best. Cromwell could not make a coherent speech; Washington could not think on his legs, but he generally knew what he wanted to do and how to do it. Lord Clive could conquer an empire for England in India, but when assailed by a pack of orators he could only swear and call the roll of his great services to the state. Eloquence was all there was of Patrick Henry. Wendell Phillips, the peer of Webster in oratorical genius, was wild as a hawk on Finance. Charles Sumner could not draw a bill that would stand fire as a law; neither could Edward Everett; and Choate was as destitute of executive powers as that accomplished scholar in politics, Carl Schurz. With all his genius Phillips could not have safely and satisfactorily governed a state. The very quality of splendid imagination that made him so glorious an orator would have crippled him as a governor. He would have seen affairs idealized by the light of his fine poetic imagination. Grant, destitute of imagination, was a sounder soldier than brilliant, picturesque-minded Sherman. Lord Chatham is the only great orator we remember who was also a great war minister, a splendid man of practical affairs, until we come to Gladstone, who can charm a senate always, no matter what subject he touches with his tongue. He is fairly described as an essayist, a critic, a Homeric scholar; he knows art, music, and old china; he is a theological polemic; he is a political economist, a financier, statesman, and orator; and with all these various talents and accomplishments he is 'a practical administrator, whose gift of mastering details has hardly ever been equalled.' Mr. Bright has spoken at times even more eloquently than Gladstone, but Mr. Bright can neither contrive nor explain a financial budget that Gladstone can dissect with fascinating discourse."

COL. PARKER in his address before the New York association, made an excellent impression. He was listened to with close attention from the beginning to the end and several times heartily cheered.

It is impossible to travel over our country without becoming impressed with the magnitude and richness of its resources. The agricultural value of the land in western New York is famed, the coal, iron, and oil wealth of Pennsylvania is known over the world, and the prairie regions of Illinois, Iowa, Kansas, Missouri, and Nebraska have been attracting immigrants to them from almost every country on earth. The real prosperity of these states has only commenced, for they now have only a handful of people compared with what they will hold when the thickly populated districts of the East and Europe have poured their surplus population into these borders. Why will people persist in earning a miserable living in our crowded cities while there is so much unoccupied land of excellent quality all through Minnesota, Iowa, Nebraska, and Kansas?

The Council of Education was in session on Friday, Saturday, and Monday before the meeting of the National Association at Topeka. Among the subjects discussed

were "Text-Books in Elementary Schools," "Classification, Examination, and Promotion," "Pedagogical Value of the School Workshop," "Higher Institutions Required," "Functions of the Public Schools," and a tribute to the services of Dr. John D. Philbrick. In some respects this was an important meeting; but if the meeting of the council could be given a more popular character so that its conclusions could more directly affect work in the schools, they would have greater influence.

THE National Summer School of Methods, at Saratoga, N. Y., under the management of Mr. King, opened its session, July 19, under favorable prospects for profitable work. The program of the opening week, which we present our readers in another column, embraces a list of well-known instructors, whose names are a sufficient guarantee of the lines of advanced thought upon which they will work out suggestive methods. As will be seen, the program, with the exception of one period of afternoon study, arranges for the work to close at noon, leaving the afternoon mainly for rest and enjoyment of the varied attractions of Saratoga.

"To make this paper really valuable it must be intensely practical. It must come down to the real needs of the workers in the school-room. In that school-room there are serious difficulties. Some of these are the sauciness, the answering back, the defiant look, the scowling face, the slamming down of slates when offended, etc. How do you meet these troubles? Let us have the methods you have absolutely found successful, not what you think would be successful. Write them out and send them to us. Your name will not be published unless you wish.

PROF. R. KNEELAND in his paper on German schools, at the New York State teachers' association, gave a very pleasing picture of the polite reception given him by the pupils during his visit to one of the schools. It presents a striking contrast to the usual behavior of American children on similar occasions, and may furnish a hint as to what can be done to remedy this deplorable lack of civility among our children. Prof. Kneeland says:

"On my first day's visit to the school, one thing which I experienced filled me with pleasure, and I resolved if the opportunity ever presented itself I would tell of it when it would do good. When the half-day session was ended, every one of the 45 boys in the department came up to me, politely wished me good day, and asked me to visit them again. After that, when walking about the city, I frequently saw a small boy snatch his cap off with a pleasant smile, and 'Guten Tag, Herr Kneeland.' One who has never experienced what it is to be a 'stranger in a strange land' cannot realize how gratified he would be to receive this treatment at the hands even of school-boys. I shall always think of the real politeness of those little fellows in the *Erste Klasse* with peculiar gratitude. One cannot help noticing the contrast, and being ashamed of it too, between such conduct and the two frequent rudenesses of our young republicans. There is a disposition too, on the part of teachers, as well as parents, to overlook the rudeness of boys and girls by calling it 'Young America,' that phrase, which like charity, covereth a multitude of sins.

But in some respects the German schools compare less favorably with us. He says that:

As regards some of the methods employed, I consider them far inferior to the best schools of the United States; notably in the matter of teaching elementary reading. The old pen-knife system in its worst form is still in use. I recall very vividly an exercise in reading (so-called) by the youngest class in the school. At the direction of the teacher the little fellows rose, one after another, and fired off the successive syllables of a sentence without the slightest regard to the expression of thought. I doubt if any of the class got the least inkling of an idea what the sentence meant: "*Unser Gott ist im Himmel; Er kann schaffen was er will.*"—Our God is in heaven; He can create what he will." The only attempt on the part of the teacher seemed to be to secure perfect enunciation of the sounds which those letters represented. This method is not so inexcusably wicked in German as in English, because German is almost purely phonetic. Nevertheless I am disposed to believe that were this utterly irrational method pursued throughout the whole course it would render the boys idiotic.

These shortcomings of theirs it is well to keep in mind while trying to come up to them in the matter of politeness that we may secure both courteous behavior and national thought.

"To raise the social estimate of the teacher the lack of early training must be overcome, by observing the manners of those who have had the best of breeding, and by following closely social customs and rules of conduct. The mind must be ever alert to the feelings and pleasures of others, and the little things which politeness would demand in any place must not be neglected in the school-room or at home."

THE ASSOCIATIONS.

THE PENNSYLVANIA TEACHERS' ASSOCIATION.

The thirty-second annual meeting of the Pennsylvania State Teachers' Association met at Allentown, Tuesday morning, July 6. After the call to order and opening exercises Supt. J. O. Knauss, of Lehigh, and Supt. L. B. Landis extended greetings to the teachers, followed by an address of welcome from Major W. K. Ruhe. Supt. R. F. Hoffecker, of Montgomery county, responded. President J. C. Stewart then delivered his inaugural address, on "Temperance in Its Relation to Education."

TUESDAY AFTERNOON. Col. D. Brainard Case, of Marietta, read a paper on "Defects in Pennsylvania School Laws," which was discussed by Supt. W. W. Woodruff, of Bucks Co., and Supt. R. K. Buehrle. An auditing committee was then appointed, consisting of Supt. W. H. Shelly, of York; J. S. Grimes, of Columbia; and G. W. Ryan, of Bradford. Also a committee on resolutions, composed of Supt. R. M. McNeil, of Dauphin; Prof. E. O. Lyte, of Millersville normal school; Supt. T. A. Snyder, of Carbon; Miss Tillie Booz, of Bristol; and Miss E. J. Brewster, of Susquehanna. Prof. H. H. Spayd, of Minersville, read a paper on "Reading Circles," and Supt. D. S. Keith, of Altoona, opened the discussion of the same, followed by Miss Lloyd, of Doylestown; Prof. Elwood, of Mauch Chunk; Prof. Monroe, of Luzerne; Prof. Boyd, of York; and Prof. Buehrle, of Lancaster.

TUESDAY EVENING. Rev. John DeWitt Miller lectured upon "The Uses of Ugliness."

WEDNESDAY MORNING. After the opening exercises nominations for officers were made, a committee on time and place appointed, and excursion announcements made. Dr. G. M. Phillips, principal of the West Chester normal school, read a paper on the state normal schools of Pennsylvania, which was discussed by Prof. W. M. Noetting, of Bloomsburg; Prof. Samuels, of Philadelphia; Prof. Geo. W. Maris, of Philadelphia; Dr. Brooks, of the Millersville normal school; and Supt. Woodruff. Prof. E. L. Kemp, of the Keystone state normal school, spoke on "The Study of Birds in the Public Schools."

WEDNESDAY AFTERNOON. Dr. J. P. Wickersham delivered an address on "Discipline as a Factor in the Work of the School-room." The committee on place of next meeting reported in favor of Clearfield; after which Prof. M. H. Richards, of Allentown, read a paper on "The Relation of the College to the Public School." Supt. T. M. Balliet, of Reading, opened the discussion. Addresses were made in memory of Prof. J. V. Montgomery, late of the Millersville normal school; Supt. C. S. Riddell, of Lycoming Co.; and Supt. William H. Dill, of Snyder Co.

WEDNESDAY EVENING. Prof. Ashburn, the state geologist, gave a twenty-minute lecture; after which Captain D. C. Pratt, of Carlisle, introduced a few pupils from his Indian school, who gave recitations and one an original speech. Prof. Geo. E. Little followed with some entertaining crayon sketches.

THURSDAY MORNING. A paper on "Primary Work" was read, and discussed by Prof. W. H. Watson, of Wisconsin; Miss Oram, of Philadelphia; Dr. Brooks, of Philadelphia; Supt. G. H. Deeb, of Bethlehem; Supt. G. W. Weiss, of Schuylkill; Prof. Lavers, of New Brighton; and Supt. Buehrle, of Lancaster. Mrs. Kellogg, of the California normal school, read a paper on "The Relation of the Teacher to the Public." A short discussion followed on "County Institutes," by Dr. Franklin Taylor, Philadelphia; Dr. Wickersham, Lancaster; and Miss Lelia Patridge, Cook county normal school, Illinois.

THURSDAY AFTERNOON. Supt. R. M. Streeter, of Titusville, read a paper on "The High School Question," which was discussed by Supt. R. K. Buehrle, of Lancaster, and Prof. Samuels, of Philadelphia. Mrs. Hattie Kemp, of Allegheny City, then read a paper on "Incidental Teaching," after which business matters were transacted. The committee on election reported: President, Supt. James M. Coughlin, of Luzerne; vice-presidents, Miss M. Lizzie Steltz, of Allentown; Prof. G. A. Langley, of Edinboro; secretary, Prof. J. P. McCaskey, of Lancaster; treasurer, Supt. D. S. Keck, of Berks.

THURSDAY EVENING was devoted to music, the installation of the new officers and speech-making.

EXTRACTS FROM PAPERS AND ADDRESSES.

Supt. L. B. Landis, Allentown, in the opening address, said:

Never in the past was there a period when inquiry for light was more general among teachers than now. The teacher of to-day who is not a subscriber to one or more educational journals is something of a curiosity—an educational fossil, rare, but of very little value. Reading circles are springing up all around us: a new life, a wide-spread enthusiasm that has taken hold of the ranks of our profession.

Hon. John O. Stewart, President of the Association, in his inaugural address, said:

The time has come for the members of this association to raise its voice against the liquor traffic. The question of temperance should at all times be kept before the parents, teachers, and scholars. We must create an interest among the teachers and people. The teacher must be in full sympathy with all things good; he cannot teach temperance unless he be temperate himself.

D. Brainard Case, of Marietta, in an address on "Defects in Pennsylvania School Laws," said:

What power does the state superintendent have? Where his office should be executive, his duties are mostly of a judicial nature. Let us not tie his hands; let us enlarge his power. Too much is given into the hands of local boards. The office of school director should be raised above the plane of politics. The school laws provide no physical education for the scholars, and this is a defect. We have fallen into physical decrepitude. It would not be an expensive matter to educate our scholars to walk well and erect.

Prof. H. H. Spayd, of Minersville, in a paper on "Reading Circles," said:

Systematic, professional reading is necessary for each teacher. Shall the teachers accomplish this object single-handed, or shall they do it through systematized, organized channels—reading circles? Much valuable time can be saved by patronizing reading circles or unions. Much valuable time is lost in reading at random. By these reading circles, those are brought in contrast who have the same object in view and follow the same profession. The course should be strictly professional, although some purely literary features may be introduced. The course of reading should be partly special and partly optional.

Prof. G. M. Phillips, of West Chester, in speaking of the scope, management, and purposes of the Pennsylvania normal schools, said:

The normal schools have not affected the private schools so much as the most excellent graded and high schools in so many of our larger and smaller towns. The schools are censured for not doing enough pedagogical work, but are too much of a review of the high school course. Normal diplomas do not represent sufficient uniformity, but fully as much as those from any other institution. Normal schools have been a vast source of good. It has been acknowledged by our severest critics. The great majority of these teachers is the best evidence in their favor.

Prof. E. L. Kemp, in a lecture on "The Study of Birds in the Public Schools," said:

The study of birds would be an interesting one in our schools, as no more interesting objects could be secured by which to conduct a series of object lessons. If children take up this study in the school-room they will continue it outside, where the chief benefit is reaped. They form good subjects for compositions and drawing. We must get our pupils away from copies, and lead them to express shape and form by means of lights and shadows. A work of this kind will naturally lead to a love of study of the natural sciences, which is so much to be desired.

Dr. J. P. Wickersham, ex-Supt. of Public Instruction, in speaking of "Discipline as a Factor in the Work of the School-Room," said:

Teachers are prone to look upon discipline more as a means than an end. This view is partly correct. There is a form of discipline known as the discipline of force; another, the discipline of tact; the third, the discipline of consequences, and lastly, the discipline of conscience. They differ somewhat as to end, but materially as to method. Under the discipline of tact, a school-room is kept orderly through nice management. It governs by strategy rather than force. The teacher must keep in mind the awakening of the conscience. The straight line that runs between right and wrong should be strongly marked and well defined. We have much to do with the intellect of children, but if we do not also direct the conscience we have failed to do our whole duty. No clumsy hand can teach the conscience of a child; it takes skill of the highest order.

Rev. Prof. M. H. Richards, of Muhlenberg College, addressed the convention on "The Relation of the College to the Public School." He said:

Historically the relation of the college to the public schools is that of antecedent to consequence. The public schools are in many instances feeders of college. The relation of the college to the public schools is neither friendly nor hostile. The relation ought to be that pupils can pass without hitch from the public school to the college.

Supt. T. M. Balliet of Reading, in discussing Prof. Richards' paper said:

The relation of the college to the public school must be determined by the relation of both to a common purpose. It would be unsafe to assume that either is entirely what it should be, and that the other must be adjusted to it.

The purpose of the public school and that of the college is the same—to develop the individual and to give him culture. Both must consistently work toward that high aim, and then their relation to each other can not be abnormal. Professors in colleges as well as teachers in public schools, therefore, must make a thorough pedagogical study of their work. Unity of purpose must bring harmony between the two.

The paper rightly points out a weakness in the public school in that it sometimes, by so called "graduations," "diplomas," etc., impresses children with the idea that there is a finish or completeness to their education which makes further study in a higher institution of learning unnecessary. Where "diplomas" and "graduation" foster such conceit they are doing great harm. A great deal depends, however on the spirit of the teacher. A scholarly man or woman generally succeeds in inspiring pupils with the ambition and desire of continuing their studies beyond those of the public high school.

Miss Mary L. Dunn, of Garret's Ford, in a paper on "Primary Work," said:

Nature makes her pupil think for himself. The preparation which a teacher needs before crossing the threshold of a school-room is the same. In the school-room one must be a child to teach children. The methods of teaching mean the series of steps under which the teacher teaches the pupils. Object teaching is one of these. It calls into use all the child's faculties and a proper exercise of the child's talents. It rouses materials from all branches of knowledge. It is physical science for children.

Mrs. Kellogg, of the California Normal School, in a paper on "The Relation of the Teacher to the Public," said:

We must first consider the relations existing between ourselves and our own scholars. If this is all right we can ask anything. Our most important study is the study of the child. This new education is nothing more than studying the natures of those little ones with whom we come in contact. Our work must be raised from what is sometimes called a trade to a profession. There are still some who are ashamed to acknowledge that they are teachers, and it is a sin to fill positions with such persons.

Supt. R. M. Streeter, of Titusville, read an instructive paper on "The High School Question." He said:

In most high schools the teacher calls himself a professor, and the course of study is limited. Yet the graduate from this school receives a diploma of equal standing with one from a school of better grade. There should be a uniformity in the high schools of the state and country. Examinations confirm what we know already. The daily work done by the pupil is what should settle the question of promotion. Marking should be a means and not an end. No two teachers would mark the same paper with the same notation. We should develop more and more the genuine spirit of a genuine home in our schools.

Mrs. Hattie Kemp, Allegheny City, in a paper on "Incidental Teaching in Primary Schools," said:

Every time a teacher speaks she should aim to educate. Instead of saying "move that way," should say, "move to the right; not 'bring those figures,' but 'bring those triangles,' thus teaching new terms in their proper connection. When, after the reading exercise and work on the board, the teacher asks the pupils to erase or underscore certain words, she deprives them of much benefit by not speaking the words and using them. Morality and good manners can be better taught incidentally than by stated lessons.

THE OHIO TEACHERS' ASSOCIATION.

FORTIETH ANNUAL MEETING, HELD AT CHAUTAUQUA, JUNE 29-30 AND JULY 1.

TUESDAY MORNING

The superintendents' section of the association was called to order by President C. L. Loos, of Dayton. He said that,—

The environments that surround the young are so changed within the past hundred years that new means should be sought to promote the demands of our age. We are making progress,—mainly in the right direction. Truth has made conquest in the realm of education. Our methods should be based on a true scientific basis, and it will adapt itself to all phases of modern life.

Dr. E. T. Tappan read a paper on "The Intellect," in which he said,—

All language is to convey from one mind to another the feelings, the thoughts, the conditions of the mind. Thought must always be of something; relations are all that we know positively. When we feel, it is something we receive; when we think, it is something that we do. The actor is the one that thinks. The thing that thinks and feels we call the soul.

Dr. B. A. Hinsdale, of Cleveland, opened the discussion, and after emphasizing several of the points made by Dr. Tappan, said,—

There are three different kinds of teaching: One is traditional, automatic, and unscientific; another is the result of experiment,—experience without much knowledge of the science of the mind; and the third is the result of a careful study of the child's mind, its laws, etc.; in fine, a scientific method.

The discussion was continued by Prof. D. P. Pratt, of Collamer; E. W. Coy, of Cincinnati; Dr. John Hancock, of Chillicothe; Dr. Venable, and Mr. W. L. McGowan, of Southport, Pa.

TUESDAY AFTERNOON.

Supt. E. S. Cox, of Portsmouth, presented a paper on "Methods of Promotion."

Examinations tend to limit the broadening processes of the mind, and may tend to a mechanical style of teaching. The memory is too often relied upon. The liberal and right use of examinations is of high educational value, both as a criterion for promotion and as a means of showing the teacher what should be done for the pupils. Cramping for examinations does not give the pupil solid abiding knowledge.

The discussion was opened by Supt. J. C. Hartzler, of Newark. He said:

We have dull pupils and bright pupils, and no rigid or iron rule can be laid down. Bright pupils will generally take care of themselves; the dull pupils need the aid of the teacher. Examinations tend to secure accuracy, especially if written. They should not be too frequent, or attended with nervous excitement on the part of pupils. Promotions should be used as incentives to good work, and be felt from the opening of the child's course of study.

Mr. Weed, of Cincinnati, said he was tired of "originality" as applied to school work.

Written examinations are better tests than oral; they secure habits of accuracy. The character of the examination is a question of the highest importance.

The discussion was continued by Mr. Ackels, of Cincinnati; Dr. John Hancock, of Chillicothe; Mr. Ellis, of Sandusky; Dr. J. B. Peaslee, of Cincinnati; Mr. Carnahan, of Cincinnati; Mr. Burgess, of Cambridge; Mr. Eli T. Tappan, of Gambier; Mr. E. W. Coy, of Cincinnati, and others.

Mrs. Lucia Stickney, of Cincinnati, read a paper on "Moral Instruction." She said:

Though the schools are doing a grand, good work in training to habits of industry, promptness, honesty, kindness, and courtesy, still the failure to train the intelligence in regard to the responsibility which conscience imposes toward God and the universe, results in a surprising lack of apprehension of fundamental moral principles, especially among those who have no church nor home training. Hence many go out of our schools with no clear basis of moral judgment, and with very confused ideas of their own obligations. It is time for the discussions of the subject in teachers' conventions to take a more positive form; and for us to begin to desire more and larger ways and means to counteract the demoralizing influences in our great cities. It is time for church and school to stretch out their hands to each other for help in a work which neither can do alone.

Supt. J. B. Peaslee, of Cincinnati, read the final paper of the session on the subject of "Ohio History in Ohio Schools," in which he sketched the early history of the state, and noted the lives of her great men.

The history of one's own state is of more importance to the youth of a state than the history of Greece or Rome. Its memorable days should be observed by the pupils of the schools. The birthdays of her great citizens and a commemoration of local events of importance help to keep alive the patriotism and loyalty of the young. Local history should be read more and studied in our homes and schools.

The committee on the nominations reported for president, Mr. H. S. Doggett, of Hillsboro; for secretary, Mr. Arthur Powell, of Wadsworth.

WEDNESDAY MORNING.

The general meeting of the Ohio State Teachers' Association was called to order by the president, Supt. W. W. Ross. In his inaugural address he spoke with much earnestness upon the subject of physical culture and school sanitation.

It is of prime importance that man should be a healthy animal. Every portion of the school machinery should be regulated so as to secure the best physical condition. Hygienic and sanitary knowledge are so essential to the public health that they demand constant attention, and should have a place in public instruction. Two hundred years ago the death rate in London was twice as large as it is now. It is said that it might be reduced to fifteen to one thousand if regard was paid to health. Public enlightenment is what is needed, and in the schools it should begin, for this and coming generations.

The remainder of the morning session was devoted to business matters, among which were a set of resolutions in favor of introducing historical and archaeological work into the schools.

WEDNESDAY AFTERNOON.

Prof. E. W. Coy, of the Hughes High School, Cincinnati, read a comprehensive paper on "National Illiteracy," in which he considered it in its relation to crime, to wealth, and to the politics and government of the country. He said:

The question. What is to be done, in view of the alarming prevalence of illiteracy in the nation? is one of the most momentous ever presented to the American people. National aid to education should be the battle-cry of every political campaign until the people's representatives shall heed the cry and make the needed appropriation. The nation is as truly defending its own life when it decrees that its people shall be trained up to intelligent and virtuous citizenship, as when it is marshaling its embattled hosts to resist an invading army.

Supt. W. W. Donham, of Forgy, read a paper on "Management of Schools in Township Districts," in which he discussed the indifference that has characterized country school work; the township not recognized as the source of authority in school management; the works of country school training over-estimated; who manages the schools; the authority of the township and the local boards, and their relations to the teacher.

Mr. Miller, of Willoughby, and others discussed the subject farther.

WEDNESDAY EVENING.

Dr. W. B. Whitlock, of the Ohio Wesleyan University, lectured on Hamlet, giving an analysis of the great tragedy. Dr. J. H. Vincent, chancellor of Chautauqua University, extended a hearty welcome to the teachers, and Dr. Venable, of Cincinnati, responded.

THURSDAY MORNING.

After the opening exercises and business transactions, Dr. John Hancock made a report on "W. C. T. U.'s Work," offering the following resolution, which was unanimously adopted:

Resolved, That the Ohio State Teachers' Association is of the opinion that physiology and hygiene should be made a branch of study in the common schools of the state by legislative enactments, and that on the same authority special scientific instruction shall be given in these schools upon the effects of stimulants and narcotics on the human system.

Hon. Leroy D. Brown made a report on school statistics, which closed with a series of resolutions in favor of a more uniform system of reporting statistics in all sections of the state. The report was accepted and resolutions adopted.

Supt. J. W. Dowd, of Toronto, Can., then read a paper on the subject of "Industrial Education." He said:

The manual training school, properly organized, will hold the boys to the end of the high school course, and will fix the high school as firmly in the hearts of the people as the primary school is now established. When it is seen that hand work is really brain work, and the more brain there is in the hand the better it pays; then will come emancipation from the prejudice in favor of "soft-handed" labor. Brain will tell as well under the greasy dress of the mechanic as well as under the silken robes of minister or judge.

Idle evenings, idle Sundays, idle vacations, are having a very bad effect on city boys; they do much to counteract the effect of earnest, honest work in school in the formation of habits of work. The country boy has his "liberal education," his manual training, in the way of chores. The city boy loaf, rides his bicycle, plays base ball, or yells himself horse at the match game. He is omnipresent upon the streets, and turns up in sudden and unexpected multitude to follow the band-wagon or witness a fire. His parents are led to believe that he requires several hours of rest and relaxation every day for the five or six hours he spends with his books. There is no work for him to do, and he must rest and relax. In his enforced idleness he is led into the way of all the evil there is in the cities. He is "knowing" in all the ways of wickedness. He is wiser in his day and generation at fifteen than was his country brother of the last generation, now the prominent man of the day, at twenty. And all this because he has nothing to do.

Dr. Andrew J. Rickoff, of New York, gave the annual address. He reviewed some of his experiences in teachers' gatherings, urged the attendance of men and women outside of the teachers' ranks, and that teachers organize, agitate, and vote upon the reform measures still needed. He said:

The people must be convinced, and the teachers must do the convincing. They must take and read the best educational journals, and buy the best books on education, even if they have to economize severely in other directions. If you would promote the interests of the profession, with lofty purpose and high aims, protest against the introduction of politics into school management. Accept no position that comes to you through partisan influence. Have no entanglement with party politics; it will degrade the teachers' profession and injure the cause of education.

Mr. Goodnough, of Columbus, was called upon to discuss Mr. Dowd's paper upon "Industrial Training," which he did by showing the work done in the schools of Columbus.

THURSDAY AFTERNOON.

The afternoon session was opened with a report of the work of the state reading circle by the secretary, Supt. E. A. Jones, of Massillon. He said that more than 1,400 have completed the course for the third year, and more will yet complete it.

The election of officers resulted as follows:

Pres.—John B. Peaslee, of Cincinnati.

Vice-Pres.—W. G. Williams, of Delanor; Heber Holbrook, of Lebanon; Miss E. G. Raveley, of Cleveland; W. W. Donham, of Forgy; C. C. Miller, of Ottawa.

Treas.—Abram Brown, of Cincinnati.

Sec.—J. A. Shawan, of Mt. Vernon.

Exec. Com.—W. J. W. White, of Springfield; Geo. W. Welsh, of Lancaster.

Board of Control of Reading Circle—W. W. Ross, of Tremont; E. A. Jones, of Massillon; the School Committee of Ohio, executive officers.

THE WISCONSIN STATE TEACHERS' ASSOCIATION.

TUESDAY EVENING, JULY 6.

The thirty-fourth annual session of the Wisconsin State Teachers' Association was opened at Madison by the president, Prof. A. J. Hutton of Platteville normal school. The first paper was on "Some Peculiarities of our Business," and was read by Prof. W. M. Pond of Madison. He began by showing that some lack of capacity or some fault hidden to its possessor, had accounted for the quiet dismissal of many teachers,

Many persons have tried to make themselves famous by calling themselves professors; while others regard teaching as a business. Many persons are attracted to the business of teaching by the short hours of labor, large pay, and easy labors; but after a few years of struggle for the first place there are only a few persons left in the vocation and they are bound to the position for a life-time. The school teacher is not at home in the society of his equals. He is at a loss to know what to do with himself during vacation; and in the fall he is glad to return to his cloister. His year is spent in a nervous strain which none of our vocations can equal. The young teacher should examine the nature of the business before entering it for life. The teacher bears his mark with him everywhere and can not lose his identity.

The paper was discussed by Mr. A. T. North of Peawauka. Mr. H. E. Hullinger of Viroqua, who was to have read a paper on "The Evolution of Dodd," was unavoidably absent.

WEDNESDAY MORNING.

After the opening exercises, President A. J. Hutton of Platteville, delivered his annual address. He said, among other things:

"While sectarian instruction is forbidden in the public schools, the instruction is not required to be and must never be allowed to become irreligious, i. e., antagonistic to religion. Morals and manners should receive positive attention. The changed industrial condition of society, consequent upon the abandonment of the apprentice system, has led to a demand for some industrial training which must be met. Greater misfortunes might befall us than the return of the country schoolmaster of twenty-five years ago, the man who managed his farm successfully in the summer and the district school successfully in the winter. It is important that the school should not encroach upon the home. It is a question whether it is desirable to assign lessons for home study to pupils below the high school."

Mr. L. H. Clark of Sparta read a paper on "Industrial Training in the Public Schools."

"The legitimate purpose of industrial training is not to prepare children for special trades but to contribute to the full development of their physical and mental powers. The opposition to the movement is largely due to the extravagant claims of some of its enthusiastic advocates, who expect that it is going to introduce the millenium."

Mr. W. H. Chandler, of Madison and Mr. I. N. Stewart of Appleton, discussed the subject farther.

Miss Susie A. Sterling of Madison read a paper on "The Natural Method in Language Teaching." She discarded some features of the system but insisted that it contained many excellencies. Mr. H. D. Maxson of Whitewater argued the subject *pro*, and Mr. A. R. Sprague of Racine, *con*. Prof. A. O. Wright of Madison, insisted that no method would enable a person to learn any language in a short time. Prof. Lucius Heritage also of Madison failed to find in the method as expounded, much, if anything, of value that had not been used before the introduction of the natural method. Mr. G. S. Albee of Oshkosh also took part in the discussion.

WEDNESDAY AFTERNOON.

Mr. F. H. King of River Falls read a paper on "Science Teaching in the Secondary Schools," which was discussed by Mr. J. W. Stearns of Madison, and Mr. W. E. Anderson of Milwaukee.

The question of the proper length of the course preparatory for the high school was then discussed:

"Mr. A. R. Sprague of Racine thought seven years, and that gradation should be upon the basis of reading rather than arithmetic. Mr. C. H. Keyes of Janesville wanted a settlement of the question as to what properly constituted preparative preparation for the high school. Mr. Sprague thought that the test should be one of power rather than acquirement. Mr. Keyes thought that still more account should be made of acquirement. Mr. Albert Hardy of La Crosse recognized the danger of discouraging the bright pupils by a too long and too slow course but did not think that many were led to leave school by these considerations. H. W. Rood of Oniro asked what was to be done with pupils whom their teachers knew to be better qualified than others to enter the high school, but who failed to pass the required tests. Supt. Robert Graham replied that he would take the responsibility of promoting a pupil who was prepared for that step, though he might not have passed certain technical tests in the school machine. Mr. Stearns thought that we were too much hide-bound, that we allowed our system to get the mastery of our sense.

Mr. Graham inquired how and by whom tests were to be applied. Mr. Stearns would not admit a pupil to a high school if, in the judgment of his teacher, he was not properly prepared. We must repose confidence in our subordinates. He would imitate the college system of admitting a pupil on the condition of his demonstrating his right to be there within a specified time, with the understanding that otherwise he was to be put back. C. H. Hutchins, of Fond du Lac thought it very undesirable to degrade a pupil if it could possibly be avoided. It was a very troublesome proceeding. Duncan McGregor, of Platteville, suggested the plan of admitting the pupil with the condition that the deficiency was to be made up in connection with the lower grades. O. E. Wells, of Waupaca, thought that the method, if applied to the other branches also, would introduce great confusion and convert the school into a mob. Mr. J. B.

Parkinson, Madison, very strongly condemned the practice of marking pupils during the progress of the recitation. He would have the judgment of subordinate teachers and schools trusted as to the advancement of pupils.

On motion of Mr. Stearns, it was declared to be the opinion of the meeting that the preparation for the high school should occupy seven or eight years.

WEDNESDAY EVENING.

Dr. J. H. Kellogg, of Battle Creek, Michigan, addressed the association on the subject of "School Hygiene." He said:

One important means of promoting health is systematic physical exercise. Many kinds of labor and some games furnish the requisite exercise, but most trades lead to some forms of bodily deformities. The teacher should thoroughly inform himself respecting dietetics, and faithfully instruct his pupils therein. Among the best foods are milk, plainly cooked grains, and fresh fruits. It is a mistake to suppose that large quantities of meat are needed. Proper clothing and the prevention of the spread of contagious diseases are topics with which the teacher should be thoroughly informed, and in which he should give thorough instruction.

Mr. L. Du Pont Syle, of Minneapolis, read a paper on "The Study of English in Colleges." He advocated the study of Anglo-Saxon and opposed Greek. Mr. W. H. Chandler read the report of the committee on common schools. It affirmed that in a large number of the country schools the English language is neither used nor taught, though in plain violation of the specific requirements of the statute.

THURSDAY MORNING.

The committee on the relation of the schools to health reported through Mr. A. R. Sprague, of Racine, in favor of greater attention to ventilation, shorter sessions, the abolition of the practice of keeping pupils after school, and of making public announcement of results of competitive work.

A resolution was offered by Mr. Sprague endorsing the proposal to extend school suffrage to women. A. F. North, of Pewaukee, while entertaining some doubts as to woman suffrage in general, warmly endorsed the resolution. J. W. Stearns, of Madison, opposed the resolution on the ground that the movement pertained to politics rather than education. A. O. Wright, of Madison, insisted that the movement pertained to politics only in the sense in which school work in general is political as being a part of the governmental machinery. Mr. Stearns thought school suffrage, where it had been tried in other states, had been a failure. The resolution was advocated by J. B. Thayer, of River Falls, and Miss Alura Colles, of Mukwonago.

The association elected the following officers:

President—W. E. Anderson, of Milwaukee.
Vice-Presidents—J. T. Flavin, of Watertown; Miss Emma G. Saxe, of Watertown; Miss Clara D. Baker, of Hudson.
Secretary—H. D. Maxson, of Whitewater.
Treasurer—L. D. Roberts, of Shawano.
Executive Committee—A. J. Hutton, of Platteville; L. H. Clark, of Sparta; J. K. McGregor, of Eau Claire; J. W. Stearns, of Madison; E. R. Smith, of Manitowoc.

THURSDAY AFTERNOON.

Supt. Robert Graham read a paper on "The County Superintendent; What May Reasonably be Expected of Him." He thought that forty schools were all one man could properly inspect.

Mr. E. C. Wiswall, of Prairie du Sac, discussed "What Difficulties Does the County Superintendent Meet?" among which he mentioned that of disposing of the large amount of routine work so as to leave time for school visitation. Mr. J. W. Stearns told "How His Hands May be Strengthened"—by superintendents' meetings, and by divorcing the office from politics.

Among the features which attracted special attention in connection with the meeting was the industrial exhibit made by the West Side schools of Eau Claire, Mr. J. K. McGregor, principal. The experiment was begun about fifteen months ago, and is already showing very creditable results. The honor of instituting the movement is due to J. F. Ellis, clerk of the West Side school board. The immediate direction of the work has been under the charge of W. R. Barnes, late of Bunker Hill, Illinois.

CONVOCATION OF THE UNIVERSITY OF THE STATE OF NEW YORK.

The convocation began its twenty-fourth annual session Tuesday morning, July 6, in the Senate Chamber of the Capitol at Albany. An address of welcome was delivered by the Hon. Henry R. Pierson, LL.D., Chancellor of the University. In speaking of the late remarks of Gov. Hill upon the Board of Regents, he said:

I have great respect for Governor Hill, and I cannot help believing that the governor is misinformed and is in error,

and I know that he would not advocate a known error. Out of 283 academies and academic departments of union schools, 134 have been visited by the board or its officers during the year. Read the record of these convocations, and I venture to say that no similar records of educational value can be found. Shall we consider these convocations a failure and nothing worth? It is true the university does not confer many degrees, because it is a concurrent power with colleges, and it has been thought best to leave that duty mainly with them. The regents are doing too noble a work to be abolished or merged with any other body of educational workers. I close with a brief quotation from Governor Hill: "All change is not reform. Unless a change is based upon some sound reason and is capable of some ultimate good, it ought not to be made."

Prof. Root, of Hamilton College, gave the report of the executive committee.

Rev. Brother Noah, of Manhattan College, read a paper on "Tact in Teaching." He said:

In the teacher's profession it is not labor, but vexation that hurts one. Teaching is the noblest of professions, but the sorriest of trades. In that adaptability called tact is found the ready power of finding and doing what the circumstance requires. Tact is skillful prudence in action. One-half the knowledge with twice the tact is better than twice the knowledge with one-half the tact. Tact is an unspoken influence which makes scholars do what they dislike and yet what they ought, without disliking it. The best of tact is seen in the power of illustration.

This was discussed by Dr. J. E. King, of Fort Edward Institute; Principal Cook, of Potsdam normal school, and others.

Mr. Samuel G. Love, of the Jamestown union school, read a paper on "Manual Training." He said:

The test of the practicability of manual training must be determined by its usefulness. Any system of training that does not start out with the idea that the scholar must, by-and-by, be a producer is defective. It is a noticeable fact that many who complete and graduate from a course of study are unable to do anything successfully until they throw their education to the dogs and "take a hand" and go to work, disgusted often with the education which did not fit them for work. They should have been taught to do as well as to think. The healthiest and clearest minds belong to those who tread the earth with the proud consciousness that they can do something. With training in the manual arts the child has a fund from which to draw in after years.

Prof. J. A. Lintner, the state entomologist, read a paper on "The Present Status of Entomological Science in the United States" (which unfortunately we have no abstract of).

TUESDAY AFTERNOON.

Prof. Oren Root, of Hamilton College, and Prof. S. G. Williams, of Cornell University, presented papers on the question, "Has the College a Logical Place in the American System of Education?"

Prof. Williams said:

The logical place of the college in our system, whenever it shall be definitely organized, will be that of higher secondary education, with the university above it, and the high school or academy and the elementary school below it. Overlooking and undervaluing their legitimate function of discipline and preparation, our colleges encroach on the work of the university by such freedom of option as endangers an orderly and efficient training, and by a multiplicity of subjects, some of which belong more properly to the university, whilst others are of doubtful value for discipline at the stage of intellectual progress at which they are presented; and thus the value of their work is liable to be impaired.

A general discussion followed, led by Vice-Chancellor Henry G. McCracken, D.D.

TUESDAY EVENING.

Pres. W. DeW. Hyde, of Bowdoin College, opened the session with an address on "The Relation of the Higher Education to Religion." He said:

The higher education can only indicate its lofty claims by showing its vital connection with the everyday concerns of average men and women. From the first centuries the steady and warmer light and more natural type of faith has shone, and the Greek doctrine of the immanence of God has sent its healing beams, and to-day they win a response from the hearts of this generation. His omnipresence has grown to be rational, spiritual. The relation of higher education to religion is that of contents to form. The religion of a community without education becomes empty. It is a form devoid of contents. The unlearned individual Christian shares in the learning of the community, and is not a real exception to the general rule that intelligence is essential to religion. If the object of religion were unknowable as the agnostic tells us, or approachable only through feeling as the pietist affirms, then religion would sustain no relation to higher learning; but religion consists of two elements, worship and service. Worship must have something to lay hold on. It cannot go out into empty space. It may seize on some external object, some arbitrary rite or ceremony, and make that the content with which to fill out the form of worship. This is idolatry. Or else worship must lay hold on the creative thought, and reason, and word of God, as revealed in nature, history, literature, and the mind of man. This is true worship; and obviously it is higher education in its various departments of science, history, literature, and metaphysics which alone can furnish to the common consciousness the true conceptions of the expression God has made of himself in creation and providence.

Prof. W. D. Wilson, LL.D., of Cornell University, followed with a paper on "The Elements of Knowledge."

In the ideas of good and evil there is doubtless, something more and far higher than is found in the ideas of mere pleasure and pain. But nobody could know the idea of pain from mere sense-perception. It is from consciousness only that the ideas of pleasure and pain are derived. Nobody has an idea of pain, or could understand what the word means, who had not felt a pain. Nobody could know an idea of pleasure who had not been pleased with something. And I cannot doubt that however exalted our ideas of good and happiness may be, they had their beginning and origin, their starting-point at

least, in the consciousness of pain and of pleasure or enjoyment. If I remember rightly, Plato somewhere introduces Socrates as saying that all good is relative—that is, whatever is good is good for something, if not it is good for nothing. Hence we call an object or person as one not good—in reference to the welfare of others—of all concerned perhaps—of the whole universe, including the glory and honor of God, the Creator and Moral Governor of the Universe. But the idea of goodness comes doubtless from personal experience—the consciousness of pleasure and of good in ourselves, even though in some cases that good comes as a result of what is painful to us, or is accompanied by something that is painful. But when we turn our thoughts from ourselves and the present moment, we call the object or event good. Mere pleasure is personal and selfish, but good is universal, and implies self-sacrifice on our part, or at least a willingness for such sacrifice.

WEDNESDAY MORNING.

In the absence of Dr. L. Sauveur, of New York, Mr. C. W. Bardeen, of Syracuse, gave an address on "The Natural Method of Teaching Languages."

French and German, as well as English, are a study of a number of years, when it comes to delicate shades of thought and something more than commonplaces. "The natural method" is an invaluable thing for the child; but because a child learns English by the natural way, it does not follow that an adult should be taught in that way. Nevertheless, the work done by Prof. Sauveur is of a high order.

He was followed by Principal George C. Sawyer, of the Utica Free Academy, who thought that there is no royal road to the knowledge of a language. The discussion was continued by Principal F. J. Cheney, of Kingston Academy, who advocated the disciplinary and helpful power of holding students to the faithful learning of declensions and paradigms and changes, whereby they are, by faithful, proper teachers, made men and women of discipline, of assiduity, and of culture. Principal Farr, of Glens Falls, said that he thought if Prof. Sauveur were here he would be converted from his heresy. Education means work for the pupil; the natural method compels the teacher to do the work. Prof. Wells, of Union College, asked what is the practical value of the "natural method"? He said:

I advocate for many students the abolishing of the study of the dead languages while we have so beautiful a language as the Italian, so complete as the German, and so varied as the English. I think a deal of valuable time and money are lost in this country in teaching French and German to simpering girls and boys. Out of twenty pupils not more than five will ever want it. What system of education will be most helpful to them and make of them practical men and women? This is the question to be answered, and the course of study chosen accordingly, and when that choice includes modern languages let them be taught by the rational or scientific method.

Principal Bradley stated that Dr. Sauveur had planned to present both the ancient and modern languages in their relation to the natural method. He also read a letter from Dr. Sauveur, explaining his absence.

Dr. James Hall, of the State Museum of Natural History, read a paper on "The Educational Uses of Museums of Natural History," which was so well received that a hearty vote of thanks was extended immediately after its close.

Nearly ten years ago we distributed to schools and colleges about 20,000 specimens in geology and mineralogy, and are now prepared to distribute about 5,000 more authentic specimens, which is a reliable adjunct to the teacher's work in these schools. The museum will continue to aid the cause of education and be a part of the educational system of the state. Teachers and investigators are invited to seek assistance and information of the museum, and if your institutions want collections augmented from our duplicates, the museum of Albany will be glad to respond as readily and as heartily as it can.

A paper on Necrology was then presented by Dr. A. B. Watkins, which contained memorial notices of ex-Chancellor George W. Clinton, Esmond V. DeGraff, Dr. J. Dorman Steele, Prof. John C. Draper, Prof. S. J. Armor, ex-President Joseph Alden, Principal Fred. N. Wright, Principal George H. Barton, Principal James Gilmour, Principal Henry Arthur Smith, Principal Ammi K. Goodier.

WEDNESDAY AFTERNOON.

An excellent paper on "Systematic Habit in Education" was presented by Principal Cook, of Potsdam normal school, but no abstract of it has reached us.

Principal C. T. R. Smith, of Lansingburgh, read a paper on "Certain Changes in the Order of the Mathematics of the Regents' Course." He said:

Branches which appeal to the senses and imagination and are capable of illustration with visible and tangible objects should be studied before those which appeal mainly to the faculties of abstraction and generalization. A branch which aids in understanding of another branch should be placed before that other branch. Since many pupils do not finish the course, these branches which are most valuable for mental development should be early introduced.

WEDNESDAY EVENING.

President James McCosh, LL.D., of New Jersey, addressed the audience on the question, "What Liberty Should be Allowed Students in the Choice of Elective Studies?" He briefly reviewed the establishment of universities, when the curriculum embraced few branches, and when study and disputation whetted the intellect. The following are a few of the points made:

The hope of the degree is a proper incentive to study, the requirement for maintaining it must be enforced. There should be prescribed studies in every year of the college course, and they should contain essentials. In language our own tongue should have the first place and the last place. A boy can learn a language before he can master a science. Greek language, literature, and philosophy should be included. The Latin, French, and German, with certain branches of science, are necessary. The trinity of college studies is literature, science, and philosophy. If psychology, logic, and ethics are omitted the mind will believe only things seen and temporal, and be a stranger to truths un-

seen and eternal. Universal history, music, and the arts cannot be exhaustively taught in the course. No electives should be permitted in the freshman year, and the wisdom of their permission in the sophomore year is doubtful. In the junior and senior year they may with proper limits be permitted with considerable freedom.

THURSDAY MORNING.

Regent Watson, of Utica, read a report from the committee on medical education, signed by himself, R. B. Fairbairn, and Henry M. MacCracken; and Chancellor Sims, of Syracuse, spoke in favor of giving the licensing of physicians to another body than the educating power.

Principal Farr, of Glens Falls, asked, in view of his efficient labors, for the reappointment of Principal Bradley as chairman of the executive committee of the convocation. Chancellor Sims read a memorial of the late Prof. J. Dorman Steele. In the absence of President C. K. Adams, of Cornell University, Prof. W. T. Hewett read a paper on the mutual relations of the colleges and academies. Principal Sawyer, of Utica, spoke on the divorce between the high school and the grammar school, and wondered at the unsatisfactory work done by scholars between 9 and 13 years of age. He wanted the early education of boys and girls simplified and deepened. Prof. Farr advocated less fancy work and more application. Dr. King, of Fort Edward Institute, said that one reason why the number of college students does not increase in proportion to our increasing population is that they are only fitted for college by missionary labor. Local taxation does not materially aid college preparation. He regretted that neglect by which Governor Hill allowed the bill for greater appropriation for this work to die. Prof. D. S. Martin, of Rutgers' female college, New York, expressed regret that intercollegiate literary contests are not continued. Principal Verrill, of Franklin Institute, also made a brief address.

Chancellor Sims, of Syracuse University, then read a paper on the classical requirements for the degree of A.B. He said:

The studies leading to this degree should represent the higher education. Other things being equal, dead ancient languages give better opportunities for mental discipline than others. The Greek language is the expression of a completed and wonderfully advanced civilization. It is a unit. Greek art, oratory, poetry, and philosophy have been unsurpassed. The study of Greek is almost a musical education. Its imaginative creations reach ideals of beauty and conceptions of heroism not elsewhere known. Its vocabulary has 60,000 words, and yet no language has fewer synonyms.

President Dodge of Madison university, spoke on the relations of discipline and instruction, and eulogized the speculative powers of the Greek mind, and favored higher drill in Greek and Latin thought. In the absence of President Potter, of Hobart college, a paper representing the opinions of the classical faculty of that institution on classical requirements, was read by Prof. Root. Warden R. B. Fairbairn, LL.D., of St. Stephen's college, and the Rev. T. Van Rossum also made remarks. President McCosh was invited to address the convocation. He responded and spoke on the want of relationship between the colleges and the schools, the special value of the study of Greek, and the necessity of combining the study of language, science, and philosophy. Principal Bradley offered a resolution of sympathy on the prolonged and painful illness of Dr. David Murray, the efficient secretary of the board of regents, and it was adopted. After a few brief remarks by Chancellor Pierson, the benediction was pronounced by Chancellor Sims, and the convocation adjourned sine die. No degrees were conferred.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The fifty-seventh annual meeting of the American Institute of Instruction began at Bar Harbor on the evening of July 6.

The Rev. F. A. Palmer, of Bar Harbor, welcomed the teachers on behalf of the villagers, and State Supt. Luce on behalf of the state. President J. W. Patterson responded, and then introduced the Hon. Henry Barnard, of Hartford, Conn., who delivered a lecture upon "Reminiscences of our Educational Work." He reviewed the origin of our free schools, pictured the old-time schools and detailed the steps by which they have risen from their early rusticity to their present high standard.

WEDNESDAY MORNING.

President J. W. Patterson delivered his annual address, dwelling upon the growth of professional unity among teachers, the good results of educational gatherings, and the nature of the teacher's calling. He said:

Our special work as a body of Christian thinkers and scholars is to hold the age from swinging into indifference to the possible disbelief in immaterial and spiritual entities. Laboring in this spirit, asking for no exaltation, and submitting to no humiliation, let us lay the foundations of the future upon a broader intelligence and a more enlightened faith; remembering that, as among the contestants at the tomb of old Anchises, he alone will receive the prize of victory whose far-ascending shaft kindles in the clouds and leaves a trail of light behind.

Supt. S. T. Dutton, of New Haven, Conn., presented the subject of "Education as a Preventive and Cure for Crime."

Recent events in this country, and the crowded condition of our jails and prisons, are suited to impress upon us the possibilities for evil as well as for good that are inherent in every child. The question arises, What is being done, and what more ought to be done, in the school to meet the exigency? The mere routine of a well-conducted school helps to establish good habits; the force of habit brought to bear by teachers; and the general effect of intelligence act as an antidote to ignorance and crime. But the tendency to stimulate the intellectual life by means of marking and ranking, while physical and moral training is overlooked, is deplorable.

Needed improvements are the establishment of free kindergartens for all neglected children of three years of age and over; local industrial schools for boys of the delinquent and vicious class, where a rigid system of moral, physical, and industrial training could be enforced; thorough medical inspection; and careful supervision of the reading of boys and girls. Our school system thus improved would save to useful and honorable lives many who are now in training for the service of crime.

WEDNESDAY EVENING.

Supt. George A. Littlefield, of Newport, R. I., delivered a lecture upon "The Chief Needs of the Schools."

The schools need stronger financial support; the question of the amount of appropriations must not be settled by the selfish childless voters. The parents and friends of the school children must make themselves felt in the matter; (2) that children should be classified according to attainment, and not allowed to dissipate elsewhere the strength due the school work; (3) that school trustees and superintendents be carefully chosen,—no mere politician, sour critic, or condescending aristocrat should be found among their numbers, but only broad-minded men and women, determined to have the best school; and, (4) that the teachers be sound in health, sterling in character, liberal in education and professional training, and adapted to their work.

Prof. A. S. Hardy, of Dartmouth College, lectured upon "The Science of Education." He spoke of the unsatisfactory condition of our science and the difficulty that lies in the way of evolving it from our practices.

It is safe to say that in no other art do the idiosyncrasies of individual opinion have so wide a scope, so free a play, or result in so much practice that is obviously unsound. If, renouncing the attempt to work upward from the art to the science, we begin with general propositions and work downward to the facts which they formulate, the result is equally discouraging. It is not difficult to frame abstract propositions eminently satisfactory; but the ideals which these propositions involve are so lofty; the material to which they are to be applied is so varied by sex, age, and temperament; the methods available are necessarily so complex; and the agents employed so ignorant, in view of the qualifications which these ideals require, that we recoil from the very attempt to realize a sound practice even though we have found a sound theory.

In conclusion, he said: Our own preoccupation with what the methods of the past ignore must not lead us in our turn to ignore what they observe; namely, in a word, the unity of education. The unity now required is not that of the past; it is infinitely more complex, and perhaps more difficult, to define; certainly more difficult to realize. It is very doubtful whether any one can as yet determine absolutely what it is to be. But our reluctance to surrender to immaturity and inexperience the right to select its studies does not rest simply upon the belief that there is a more competent authority, but upon the conviction that definite and continuous courses of study alone are able to control the conditions under which natural capacity can make the most of itself. The multiplication of ends and means has so overspread and confused the simple lines along which we have hitherto moved that perhaps nothing short of experience can determine the new path; but that there are to be no paths can be true only of a transitional period.

THURSDAY MORNING.

Prof. L. Sears of the University of Vermont opened the session with a paper entitled "A Plea for the Study of Anglo-Saxon." (Unfortunately we have received no abstract of this.)

Prof. Albert E. Perkins of Adelphi Academy, Brooklyn, N. Y., read a paper on "Methods, their Use and Abuse."

Clock-work entered into the old idea of method, and to say that a school was "regular as a clock," was to give it high praise. But the true educator does not believe that human beings were made to be parts of a clock. The right method leads to the inquiry: What are the qualities of mind? How are they modified by years? When are the germs of new faculties quickened into life? When does the power of generalization begin? The teacher will discover these forces, and will, as Emerson puts it "hitch his wagon to a star and make the moon grind his corn," in dealing with mind as well as controlling matter. To get at this method requires long and careful study and observation.

It is by the thorough mastery of methods that the work of teachers is to become professional. A promising sign that the importance of methods is better understood is found in the fact that colleges and universities in America and in Europe are establishing didactic or pedagogical departments for diffusing sound principles of education; and thus the university, which has for its main object the leading of the world in high and clear fields of pure thought, is working out here its proper mission. The abuse of methods appears in the failure to discriminate between a method and a pattern or object, to be copied. One may become the slave of a model, while knowing nothing of method. Like any other slave, he loses courage and originality. A method is not a model; it will vary with different ages and degrees of culture, and will be equally wise and simple and true under all variations. Only the abuse and misunderstanding of method could make one believe that it could be photographed and the likeness of it carried about in the pocket. The method of a teacher must be discovered through his own tact and discernment from what he has himself observed and done.

The so-called natural method often, in dealing with

adults, fails to take account of the powers already developed, and as sometimes applied, might better be called the baby method. The one simple principle of adapting means to ends in a plain way and of keeping in contact with the understanding of the pupil underlies all profitable method.

Mr. A. E. Winship, editor of the *Journal of Education*, Boston, in discussing the matter, argued that:

Principles are above methods. Principles are unchangeable; methods may vary indefinitely and still be good. We have abused methods by magnifying them until they have overshadowed principles. Principles are the highway; methods, the guideboards. We abuse methods when we claim one right way of doing anything in education, as though all other ways were wrong. There are many right ways, good methods, of doing anything in school; and what is best in one case may not be in others. The successful teacher masters principles so as to adapt methods to all the circumstances of pupils, subject, day, hour, physical condition of teacher and pupils. Methods are valuable as aids even to those who have not mastered principles; they are invaluable to those who know the principles. Good methods tend to interest in, and attract to, principles, in the case of the unphilosophical mind; while they attach to real life, and make valuable and useful, the principles learned in the study of mind. If used, and not abused, methods are as vital to success as principles.

Pres. Wm. De Witt Hyde of Bowdoin College, Me., read a paper on "Overwork in Public Schools."

In reply to a series of questions 100 teachers and physicians out of 150 say that there is no overwork in the schools. Twenty say, "Not generally, but in individual cases." Ten reply, "Some nervous high-school girls." Fifteen did not answer directly. Five only—four physicians and one teacher—found overwork in school a prevalent evil. Nearly all attribute whatever evil exists, not to the amount of work done, but to worry and anxiety occasioned by an iron-clad system of grading by too frequent and too severe examinations. The teachers were nearly unanimous in complaint of the deleterious influence of excessive social dissipation. One physician expressed the sentiment of many in the remark, "Devotion to society and school work at the same time will kill any girl." Overheating and lack of ventilation was found to be a serious evil in about half the schools of larger towns and cities, and lack of ventilation universal in the country districts.

The remedies for the evils attributed to overwork are: Substantial diet; abundant sleep, regular exercise; a flexible course adaptable to the capacity of the individual pupil; the abolition of prizes; fewer and less severe examinations; a good understanding between parents and teachers; quiet home life; the prevention of secret vice; study for knowledge rather than marks; and abstinence from excessive social dissipation during the years devoted to school.

The amount of work required of the average pupil is not excessive. Still, the average pupil is not the only one to be considered. It is a serious mistake to insist on forcing all up to one standard of quantity, quality, and rapidity. Superintendents, teachers, and parents must recognize that the school system exists for the pupil; that mental slowness is no disgrace; precocious smartness no honor; and steady progress in knowledge, without rivalry, competition, excitement, or suspense, is the single end at which all must aim.

The paper was discussed by Dr. Merrick Lyon, of Providence, R. I., and Dr. Baker, of Baldwinville, Mass.

THURSDAY EVENING.

Hon. M. A. Newell, secretary of the State Board of Education, Baltimore, Md., read a very interesting paper entitled "Confessions of a Schoolmaster."

Among the things confessed were a fondness for hobbies and an inclination to ride them to death, if hobbies could be killed in that way; sins of ignorance—not ignorance of arithmetic, grammar, nor even of the ometrics and ologies—but of something still more important, ignorance of the nature of the boys and girls to whom this knowledge is to be imparted; ignorance of their intellectual nature, of their physical nature, of their moral nature, of their emotional nature; a want of staying power; we run well for a time but we get out of breath too soon. We require to be wound up so often, some of us every year, some every three years, except superintendents who run on an average of four years.

Finally, we undertake to do impossibilities,—to teach the unteachable, to govern the ungovernable, to reclaim the incorrigible; and we make no protest when the teachers under whose superintendence a pupil up to the age of seventeen has not spent one-sixteenth part of his time, are held responsible for the combined duties of the parent, the physician, and the priest.

FRIDAY MORNING.

After a report from the committee on nominations, through General T. J. Morgan and the committee appointed to revise the constitution, Miss Emily G. Wetherbee, of the high school, Lawrence, Mass., read a paper on "The Study of English Literature."

After speaking of the change that has taken place in the estimate of the importance of this study, she spoke of the many advantages of the work:

It brings youthful minds into the most excellent company, and enables them to be subjected to healthful guidance in the selection of books and reading. It brings teacher and pupil into close contact; it teaches many lessons of virtue through the lives and works of good men; it gives a knowledge of the construction and

possibilities of the English tongue. Lessons can be inculcated setting forth the duty of keeping this well of English undefiled from the efforts of those who would corrupt it by coarse and vulgar forms of speech. Passages of acknowledged excellence from great authors should be memorized, this practice revealing new beauties which had been overlooked in reading. There should be no slavish adherence to the text-books; and Shakespeare and Milton, when studied, should not be used to teach the rules of English grammar and versification.

A paper by Mr. Axel Gustafson, on "Temperance Teaching in Schools," was read by Hon. E. C. Carrigan, of Boston. It endorsed most heartily the great moral undertaking contemplated by the laws relating to temperance teaching in the school, and mentioned some cautions that must be observed in order to secure the desired result.

Too much haste is being made, irrespective of the fact that neither suitable school books, nor prepared teachers are ready or can be quickly prepared; and if unwise zeal gets headway it will discredit and cripple the whole movement. Mere considerations of time nor special pleading, however powerful, should not weigh against ripper judgment requiring investigation and examination by competent authorities of the books offered for introduction into the schools, and requiring teachers to pass the same training and examination on the new subject as is required in other departments. The only fit writers of books upon the subject are those who love and understand children, who are thoroughly grounded in their subject, and who have a mastery of matter, method, and manner. In order to secure the best school-books without risk of decision being effected by favoritism or prejudice the United States Government should appoint a select specialist commission to examine manuscripts submitted in type-writing or print without clue to authorship, and a premium of \$10,000 each be awarded to the three successful competitors. The books should teach only such facts as the best authorities concur in accepting, and prominence should be given to hygiene. As fifty per cent. of all the children in the United States never go beyond the primary school, the primer is the most important of the series, and should contain instruction in physical hygiene as to food, drink, clothing, exercise, secretions, rest, sleep, etc. The second and third series should deal with them in increasing ratio, and a fuller marshalling of facts.

A paper on "The Right and Duty of the State to Educate its Children," prepared by Col. Nicholas Van Slyck, of Providence, R. I., was read by Sec. Geo. E. Church.

More moral instruction must be added to intellectual; for without a sound morality, other knowledge but increases the ability to do injury. The state, therefore, owes the duty of providing for the inculcation of sound morality among its children; and this inculcation can be best done in the school-room. Shall the state, however, provide schools or means of instruction for the hands as well as the head; or, in other words, industrial schools? The answer to this question depends upon the answer to another,—Is society benefited by such instruction, and to such an extent as to warrant the cost of such instruction? Every boy or girl that is taught a trade or business is so far insured against pauperism and crime. It is the inefficient, the unskilled, that fail of employment and become a burden. It is of such that our reformatory institutions are filled, and of such are they that call for public support. It follows that money expended in the way of teaching is more wisely spent than in punishment or charity. To qualify the rising generation for successful competition with the foreign manufactures, we must look to special instruction, and that, too, provided at the public expense.

FRIDAY EVENING.

After the reports of the treasurer and auditing committees were received and accepted, Hon. Edward Atkinson, of Boston, delivered a lecture on "School Instruction, and the Labor Question."

He called attention to the fact that, after the contest between the advocates of classical and of scientific instruction had been determined (if it ever should be), the biggest part of the school problem would be left untouched; to wit, the secondary education of the average boy or girl. What is it now? What ought it to be?

What they need to know are common matters. They haven't time for accomplishments. They should have some appreciation of geography, arithmetic, and of the relations of men and women to each other in society; the facts of life, taught not from text-books, but by object lessons. Take geography as an example; how many children leave school with any accurate ideas upon the comparative areas of states and countries? There should be upon the walls of the school-room, maps showing the comparative areas of the states in the Union, and the countries of Europe. There should also be represented the relative portions of arable land, pasture land, mountain and timber in the United States; graphical representations of the relative burdens upon different civilized nations; one indicating the relative burden of the standing armies of this country and of European states; another the relative indebtedness of nations; not only geography but arithmetic, and a modicum of social science should be taught, by making use of current reports, documents, and facts of life, in the way of object lessons, as well as in the way of practice in the school studies.

The session closed with the induction of the president-elect, Mr. J. Milton Hall, of Providence, to the chair, and the farewell speech of its retiring orator-president.

VISIT THE PUPILS.

By MISS M. V. GILLIN, Newark, N. J.

I have found nothing which has helped me so much in discipline as visiting the parents of the children in my class. It has proved beneficial to go and see the good pupils, as well as the refractory ones. I have known boys and girls who would work hard for weeks for the sake of a promised call from their teacher.

I remember what induced me to try this plan. One afternoon I made a friendly call upon a lady with whom I am acquainted; her little girl was in my class at school. The next morning, in childish fashion, Lizzie tried to make an impression upon her young friends because the teacher had called to see her. She was proud of the fact, and did not fail to show it. This caused a jealous feeling among her playmates, and several of them stayed after school to invite me to their homes. Among them was a girl who had given me considerable trouble by her love of fun and corresponding dislike to work. "Why, Emily," I said, "do you wish me to call upon your mother and give the report which I must if she asks me?" Emily's face showed that she had not thought of any report being asked or given. Finally, I told her that I would wait about a month; if I then knew I could tell her mother she was doing well, I would gladly call. From that day there was a change in the girl; she steadily improved. At the end of the month, or a little later, I called upon the mother, and was able to tell of very satisfactory work.

After that, I found this was as good a reward as I could give. There seemed to be an understanding between my pupils and myself, that I would call occasionally and give a good report if they deserved it. Of course it took time to accomplish this. Often I have enjoyed the visit; and I feel sure that I have gained a number of life-long friends among the parents whom I have met.

I have also been compelled to call and give accounts which were anything but pleasant for the parents or myself. But it has always proved beneficial; I do not remember one visit which I have made and regretted afterwards. I have always made it a rule to take the good reports to the mother and the reverse to the father. The mother never fails to repeat the good account to the father; yes, and to nearly every one she knows. In nineteen cases out of twenty the mother believes her child, and even if she does not, she will shield him from the father. In a long experience of teaching, I have learned that, usually, where the boy is most annoying in school, the father is too severe with him, and the mother too lenient. Very few boys go unspoiled through this training. Sometimes I have managed a case of this kind by writing a letter to the father. Instead of sending it, I would show it to the boy, and give him another chance. Often I have kept the letter for months without having any further trouble. Then, again, I have had to send it or see the boy's father. I would never go to a man and tell him his boy was the worst in the class, even if I thought he was. I would try and find at least one good quality. While I was rehearsing his faults, I would tell, also, the good side of the boy's character. Nobody believes his boy to be the worst one in school; and, after all, there are very few totally depraved.

I saw a communication in one of our papers, not long ago, complaining of some of our young teachers. The man evidently was angry with one, so he made a sweeping statement against all young teachers in this city and elsewhere. I felt while I was reading it that all the misunderstanding arose from the want of an interview. Children go home and tell all they can of what they have seen and heard at school. Sometimes the truth is entirely lost. Not that they mean to be untruthful, but very few people can repeat a story exactly as it is; even grown people fail in this respect. Children, in telling things, use language that no teacher would think of saying. I know this to be a fact. People often think their children are imposed upon, when, if they knew the truth, the teacher would have their entire sympathy. But they have no time to call, and do not even write to investigate. The teacher seems to think it is not her place to go and see them, and so the matter is left.

I remember one time, when there was a misunderstanding between one of my girls and myself. Her mother came around to settle it. I confess that I dreaded meeting her; I had heard of some things she had said, and knew that she came to settle me instead of the difficulty. I never saw a more complete change in anyone than I noticed in her after I had talked with her a few minutes. I quietly stated the facts, and found that she had heard a very different story. She took my part at once

and the girl has been one of my firmest friends ever since.

I remember another instance. A boy, who had always been studious, suddenly grew lazy and neglected his work. I tried in several ways to arouse his interest, but failed. Finally, as he began to be impudent, I wrote a note to his father. The reply convinced me that the boy was encouraged at home against his teacher for some imaginary cause. Instead of writing again, I saw the father; after that I had no more trouble with the boy.

Sometimes I have found it necessary to call several times, when I have had a very troublesome scholar. The father, with his manifold duties, often forgets that he has promised to keep an eye upon the work of the boy at school. I would not advise calling to an extent that would make it wearisome to the teacher. Take the time to go to the father instead of detaining the boy after school. You will be out in the fresh air the sooner for it. I have sometimes surprised a boy who expected to remain, by dismissing him as soon as the class had gone. Then he would receive a second surprise when his father came home at night, if I had been able to see him in the meantime.

If the teacher is fond of studying character, she will have plenty of opportunities by following this course. Very often the interviews have furnished me amusement. The German will promise to "look him," and the Irishman to give him "a good batin." Either party is equally astonished when I assure him that I do not want the boy whipped. They seem to think that that is the first, second, and last thought of the teacher. Then they will sometimes ask, in a helpless sort of way, "What shall I do with him?" My reply usually amounts to this, "Insist that the boy do his work."

I have called to see some of my pupils who were sick, and in many cases I have been touched by the way in which I have been received. One shy little boy in my class was ill, at one time, with diphtheria. I wrote a note to his mother, in which I said I was sorry he was sick, and hoped that it would not prove serious. As soon as I dared, I called. His mother told me that the child was so pleased because I sent the note, he asked her several times, the next day after she received it, to read it to him; and each time he would say when she had finished, "my teacher does care because I am sick, doesn't she, mamma?" Among the poorer classes especially, a visit to a sick child is considered a great favor. During my short call, in this manner, I have learned that "the teacher" occupies a place in their esteem far beyond what we imagine.

FREE TEXT BOOKS.

From the report of E. L. McNett, Secretary of the School Board of McNett Township, Lycoming County, Pa., read at the last meeting of Lycoming County Teachers' Association. Reported by Miss Sallie S. Kirk, Muncy, Pa.

When our legislature authorized and required the introduction of the study of physiology and hygiene into our schools, the board of directors of McNett township, believing the study to be of the greatest importance, and desiring it to be a success from the beginning, resolved that they would buy the books, and furnish each school with a sufficient number of copies to supply all the pupils. At the opening of the summer term of 1885 every school was fully supplied with these books, our township being the first in the state, we believe, to take such action.

The board fully expected that this action would cause dissatisfaction, but it did not; on the contrary, their action was warmly commended, and the wish was freely expressed that the board would purchase all the books for the schools. The matter was thoroughly canvassed, and at the regular meeting, prior to the winter term of 1885-86, a new series of text-books was selected throughout, and the best books in the market, without regard to price, at that.

A committee, of which I was chairman, was appointed to ascertain the number of books, etc., needed, and supply the same. We had, in anticipation of this movement, secured from the teachers, an estimate of the number of books that would be needed if all the pupils of suitable age in their several districts were to attend school; and we then added from 15 per cent. to 20 per cent., to make up for any emergencies. The books were ordered and each pupil supplied with all he needed. To our great surprise we found we had enough to supply only four of our six schools; and an additional order of about 50 per cent. of the first one was sent. Not only the regular school-books, but slates, pens, pencils, tablets, a series of singing books,

and a large reference history for each school were furnished. Printed labels were placed in each book, and ledgers furnished teachers in which to keep account of them. Teachers were instructed to give each child a separate book, and never allow two children to use the same one. Each pupil was held strictly accountable for the care of the books given to him, and all damage to them was charged against him on the ledger.

This system went into effect at the beginning of the present winter term, and now, after nearly four months' trial, we can judge something of the results.

The first thing that was called to our attention was the remarkable increase in the number of books needed, showing unmistakably that our schools had had, up to this time, but about half as many as they needed.

We found, also, that the attendance is much better than heretofore, the schools are more easily managed, and the children are more interested in their studies. All pupils of the same age having the same books, the gradation is much better. The tendency has been to break up caste, and put all on an equal footing, because the child who is obliged to borrow books from his more fortunate schoolmate is often looked down upon, and if of a sensitive nature may seem dull in consequence.

Our teachers are doing better work; and, in the light of our experience, we believe that more real work will be accomplished in four months under free text-books than in the five months' term under the old system.

The books are better cared for than when each pupil purchased his own, for there seems to be a friendly rivalry as to which one shall keep his books in the best condition.

But the great difficulty in the minds of many has been the cost. Intelligent men have thought it would double their school tax. Let us see: McNett township did not exchange books; she bought them outright, and secured them at about one-half the regular retail price.

One-half the school tax of the township is paid by the unsettled lands and the large lumbering interests; therefore these interests now pay one-half the cost of the books, while before they paid nothing.

That leaves the farmer, or laborer, twenty-five cents to pay for books, where he paid one dollar before.

McNett township has six schools, each fully supplied with books, and at least a dozen extra sets on hand for each district. The total cost is as follows:

Books	\$450 88
Stationery	37 70
Total	\$487 58

Or an average of \$82.93 for each school.

McNett is probably the poorest township in the county, but a tax of 3 mills will pay the bill, and afterwards an annual levy of one mill will keep up the system. So well are the people satisfied with the result that a canvass of the township shows only four men against it. None of these have children to send, and of the four only two are making any objections.

Thus the experiment of introducing free text-books has resulted successfully with us. We think it would prove equally successful in other places.

To the Editor of THE SCHOOL JOURNAL:

The JOURNAL is to be highly commended for its position with reference to the introduction of politics into the management of schools. There must be unceasing warfare against the abomination of turning out and turning in superintendents and principals according to the turn of the political wheel.

The change of superintendents in Cincinnati has led to considerable feeling, and, indirectly, the readers of the JOURNAL may believe the new superintendent, Dr. E. E. White, as deserving condemnation. I desire to say that I have known Dr. E. E. White for many years, and I will venture to assert that he has not deviated one particle from the line of strictest integrity and true manhood in taking the position of superintendent. If among educators, there is a man of high sense of honor, true courtesy, and excellent culture, I believe Dr. White is that man.

In striking out vigorously against politics in education, let us not hit the wrong man. Mr. Penslee, whose place Dr. White fills, is, I am equally bound to say, a man who has in every way worthily filled the position of superintendent. While I do not know what has been going on in Cincinnati during the past six months, I believe the change has been made without any reflection on either gentleman.

Prim. Gram. School No. 9. J. MICKLEBOROUGH.
Brooklyn, N. Y.

EDUCATIONAL NOTES.

ALABAMA.

The Florence state normal institute, under the management of the State Superintendent of Education and Prof. T. J. Mitchell, opened in the normal school building, May 31, 1886, and continued three weeks. Departments and faculty were as follows: Science and Art of Teaching and School Management, Prof. T. J. Mitchell; Arithmetic and Algebra, Prof. J. K. Powers; Geography and History, Prof. J. A. B. Lovett; Grammar and Rhetoric, Rev. M. L. Frierson; Orthography and Reading, Prof. S. L. Robertson; Natural Sciences, Prof. M. C. Wilson; History of Languages and Literature, Prof. E. R. Carichoff; Penmanship, Prof. M. A. Kirby; Vocal Music, Miss W. M. Allen.

CONNECTICUT.

There will be a reunion of the teachers of Salisbury, at Twin Lakes, July 28, of which the committee is composed of the following ladies: Almira Cleaveland, Sarah J. Roraback, Hattie Bnsign, and Cora E. Potts.

The summer school at East Lyme, Niantic, began July 6, continuing until July 21. The following are the names of the instructors and their work: Miss H. A. Luddington, Miss H. F. Page, Arithmetic; Miss H. A. Luddington, Mr. I. F. Hall, Language; Miss M. J. Fogle, Miss H. F. Page, Prof. R. G. Hibbard, Reading; Miss Mary A. Spear, Mr. A. P. Somes, Mr. J. A. Graves, Geography; Mr. A. B. Merrill, Physiology and Physical Science; Miss C. W. Mingins, Kindergarten; Del Sarte System of Gymnastics, Miss Eilior E. Carlisle. From the triennial circular of the Connecticut normal and training school, New Britain, we have the following statistics: The membership has risen from 135 to 200 in two years. Ten schools and a kindergarten, in all, 500 children, are under the supervision of the normal school. Of the 87 graduates all but three have taught, 75 have taught continuously, five have married, one has died. The demand for their services is far in excess of the supply.

The Connecticut summer school for teachers, which finished the first week of its sessions on July 13, has proved in every respect an unqualified success. From the time of the inaugural lesson on Tuesday, July 6, the classes continued to increase in number and enthusiasm. Although the teachers of district schools largely predominated in the assembly, still each city and town of the state was represented, in many cases by leading educational men. The scope of the school can best be gauged from an outline of the course of study for the week, which was as follows: Language lessons, conducted by Miss H. A. Luddington, of the training school, New Britain; Science, by Prof. A. B. Morrill, of the state normal school; Reading, by Miss M. V. Fogle, of New Haven; Kindergarten, by Miss C. W. Mingins, New Britain; Arithmetic, Miss Luddington; Writing, instructors Prof. C. F. Carroll, New Britain, Prin. J. S. Cooley, Windsor Locks; Geography, Miss M. V. Spear, of the Cook Co., Ill., normal school; Drawing, Miss Monfort, of Illinois; Gymnastics, Miss E. Carlisle, of New Britain. Over eighty members are enrolled in the kindergarten class alone, while three divisions have been necessitated in drawing, by reason of the large number attending the classes.

Prof. Morrill, in his instructions in science, began with a lesson upon oxygen, proceeded to a consideration of the principle of heat as exemplified in the candle flame, thence to the physiology of breathing, of eating, and of the blood. The different lectures were accompanied by experiments, the object throughout being to show what apparatus can be used, and in what manner to teach pupils to be thoughtful and observant regarding the common things of life.

In Reading, the subject of the sentence method was treated by Miss Fogle during the lessons of the week. In the Kindergarten, the balls, cubes, connected slat, and paper-folding have formed the subjects of Miss C. W. Mingins' lessons. Geography was developed by Miss M. V. Spear throughout the week, in a accordance with a plan founded upon lessons upon the molding board, race-teaching, and topical studies of countries. At 5 P.M. daily Miss Spear and her classes have adjourned to the beach for a lesson in sand formation of geographical divisions, direction, and the elements of map-drawing.

An ingenious aid to primary instruction in writing, which has been used with good effect by Prin. J. C. Cooley, of Windsor Locks, is entitled the "Graphic Letter-Builder,"—an oblong frame of cherry divided into five horizontal spaces, the head and base lines being indicated by metal shelves. In these spaces the small letters are built up from the base line of the i, with printed sections of card-board, in the following order: u, w, t, a, d, g, q, j, b, h, k, f, y, z, n, m, x, p, c, o, e, v, r, s. In the lessons on drawing, by Miss Monfort, all copying from the flat is deprecated, drawing from the object alone being permitted. Light and shade are taught to pupils of the third year grades; and pupils are advanced as rapidly as possible to painting, which is preferred to line-drawing as more truthful, as a stricter reproduction of natural forms. Two lectures have been given during the week, one on Thursday evening, when Mr. J. J. Jennings, of Bristol, considered the subject of the school from the side of the acting visitor; the second on Saturday evening, when Principal F. F. Barrows, of the Brown School, Hartford, spoke upon the "Moral Influence of the Teacher upon the Intellect and Character of Pupils."

DAKOTA.

The third annual session of the South Dakota Educational Association was held at Pierre, June 29-July 2. The attendance was good and the interest continued unabated until the close of the session. Papers were presented as follows: W. E. Benedict, superintendent of schools, Lincoln County, "Reading;" Prof. R. F. Kerr, of the Dakota Agricultural College, at Brookings, "Methods and Methods;" Mrs. Laura Adams, principal Blunt city schools, "The Personal Influence of the Teacher;" Prof. H. E. Kratz, principal of Mitchell city schools, "The Cultivation of Patriotism;" Miss Esther A. Clark, principal primary department Yankton city schools, "Primary Work." The evenings during the session were filled with lectures. On Tuesday evening, Gen. W. H. H. Beadle, president of the association, delivered the annual address. On Wednesday, Rev. T. L. Riggs, of the Indian Mission school, lectured on "Indian Education." Thursday evening, Dr. J. B. Herrick, of the Vermillion University, lectured on "The

Kind of Education which the State Needs." On Friday evening, Dr. W. M. Blackburn, of the Pierre University, lectured on "Individuality." Arrangements were made for a teachers' reading circle.

The present officers of the association are: President, Gen. W. H. H. Beadle, of Yankton; General Secretary, J. S. Bishop, of Huron; Recording Secretary, Prof. Kratz, of Mitchell; Treasurer, Prof. B. F. Hood, of Aberdeen.

On the 30th of June, the whole association took an excursion to the Indian Mission schools, situated about eighteen miles above Pierre, on the east bank of the Missouri River.

IOWA.

Algona is building a \$30,000 school-house.—Prof. Gilchrist resigned the principalship of the state normal. Supt. H. H. Seerley was chosen to succeed him.—The enrollment at the state normal for the past year was 408.—Prof. A. H. Sniff, of Dunlap, has purchased the Missouri Valley Times.—W. N. Gimmell, a graduate of Cornell College, has been chosen principal of the Rockford schools.—Prof. S. D. Lucas has accepted the principalship of the Afton schools.

Supt. J. A. Woods has been re-elected at Clarinda for the twenty-third time. C. H. Gurney, of Shenandoah, has been appointed conductor of normal institutes in Page and Monroe counties. Instructors in Page are: C. H. Gurney, J. A. Woods, W. Edgar Taylor, L. B. Avery, D. M. Helmick, and J. W. Acker. Lecturers—State Supt. Akers, Pres. J. B. Blanton, Prof. O. H. Longwell, and C. H. Gurney.

The Cherokee County normal institute will begin a two weeks' session at Cherokee, Aug. 18. The following instructors have been engaged: Prof. Geo. T. Foster, of Cherokee; W. Carroll, of Aurelia; Mrs. H. H. Straight, of Normal Park; and Geo. E. Little, of Washington, D. C. An interesting time is anticipated.

GEORGIA.

HON. GUSTAVUS J. ORR, LL.D., has held the position of state school commissioner for fourteen years. The school system in Georgia is pronounced the best in the south. Mr. Orr, in his able address before the Southern Chautauqua, Florida, said: "In framing a system of education for a people, regard must be had to their material condition, their stage of educational advancement, their modes of training, their social life, their civil institutions, their religious system." Having always lived in the south, he grasps the problem of southern education as a northerner cannot do. He states that a southern state in her poverty cannot attempt as expensive systems as the north; that separate schools should be provided for the two races; that the subject of education should be kept out of politics.

Com. Orr will hold one Peabody Institute this year at Atlanta, Aug. 2, to continue four weeks. Instruction will be free. Provision has been made this year for instruction in high school branches as well as in the common branches.

ILLINOIS.

INTERCHANGE OF OPINIONS BY PRINCIPALS ATTENDING COL. PARKER'S SUMMER SCHOOL. Relation of Supt. to his Teachers: Supt. Hollingsworth, Centerville, Ill., said he gave his teachers the largest liberty. He should aid his inexperienced and incompetent teachers, and should keep a definite plan in view. At teachers' meeting, once in six weeks, he required his teachers to prepare and read papers upon educational topics. Miss Armstrong, Shamokin, Pa., said she had meetings of her teachers once a week at which she made criticisms of all improper work observed in visitations. Once a month she held, for half a day, an educational meeting at which her teacher conducted recitations.

Reading: Supt. Armistage, Cairo, Ill., said he used Appleton's readers in his school; read three lessons per week in them, and the remainder of the time in supplementary readers; used Houghton & Mifflin's English classics in sixth, seventh, and eighth grades; paid especial attention to American authors in order to foster a patriotic spirit. Prin. Grimes Byron, Ill., dispensed altogether with text book in seventh and eighth grades; secured Miss Abbott's Author Studies and read the works of the authors, studied five authors each term; had essays, debates, biographies, etc., prepared by pupils, all bearing on the study of the author. Supt. Ferrell, Donaldsonville, La., used newspapers in his school. He believed newspaper reading could be made of great profit to pupils. Prof. Howell, Fayetteville, Ark., used newspapers in the higher grades.

Number: Prin. Trainer, Sibley, Iowa, used supplementary number lessons in his schools with excellent results. Miss Coffin, of the normal school, believed such subjects as annuities, partial payments, bonds, exchange, etc., confused pupils and was of no practical use. Prin. Smith, Monroe, Iowa, thought the average text-book in arithmetic taught the pupils to depend upon memory of rules and process at the expense of principles. He would dispense with the text-book that indicated process of solution. More actual business life must be infused into arithmetical teaching. Prin. Grimes, Byron, Ill., took his class to the lumber yard when he wished to teach board measure. Wheat, oats, corn, etc., were brought to the school-room. The children measured and exchanged these things. He believed the poorest teachers of the times were in our academies and colleges. Supt. Steward, Rochester, Minn., thought all pupils could reason, that they depend upon memory only after having been stultified by poor teaching. Number ought to be finished in eight years. The first two years little should be done with number, the third and fourth the fundamental rules should be thoroughly taught; the fifth and sixth, fractions and compound numbers should be mastered; the seventh and eighth should be devoted to percentage and a review.

Relation of Supt. to Patrons, or How Parents can be Interested in School Work: Prin. Bishop, Moline, Ill., encouraged parents to visit school on reception day, once in two weeks; had an exposition of manual work and of the school papers now and then. Prin. Wisely, Terre Haute, Ind., said there was often a needless conflict between parents and teacher. Too many citizens look upon the teacher as a tyrant, too many sent children to school with a determination to have some difficulty with the teacher. This conflict was lessening. The true teacher will adapt himself to the surroundings. He will be one of the people. The common people will feel that he is interested with them in their labors. Supt. Hollingsworth believed one of the best devices of getting parents interested in the country schools was grading of the schools, and holding of graduating exercises when pupils completed the course. Celebrating anniversary days was

a good thing in city schools. Friday afternoon exercises in lower grades, and oration contests in the upper grades, proved very successful in bringing out parents. Supt. Ferrell believed parents were better informed as to the real progress of the school than teachers supposed. Parents would visit schools oftener if it were not that school and business hours conflict. The struggle for bread was of first importance with most parents. Supt. H. T. W. Gross, Alexandria, Tenn. found expositions of school work an excellent way of eliciting interest in the work of the schools.

Cook Co. Normal School closed a successful year June 12. The professional class, numbering one hundred or more, has been doing excellent work. Much of the time was given to practice teaching and the preparation of lessons to be taught. Hence much work by the practice teachers in the model school was accomplished. One of the most successful plans is to make the practice teachers map out or schedule for themselves, the subjects which they are to teach, giving method, leading questions, manner, material and point of lesson. These lesson plans are carefully prepared, and then critized by a regular class teacher before the lesson is given. In this way the least possible work is given to the child, in acquiring facts and the reasoning thereto. A systematic series of plans will lay out the work for a term; and in careful planning the practice teachers are enabled to greatly help each other, which is one of their foremost aims.

Since this school has closed a three weeks' institute has been held, with a model school to show the principles of the New Education in practice. Col. Parker's talks on pedagogy and psychology were features that attracted many teachers from the west and south.

H. S. K.

KENTUCKY.

Owensboro, Ky., is doing grand work educationally. A few weeks ago the citizens, by more than a two-thirds vote, increased the ad valorem tax for two years in order to provide a new school-house. A \$20,000 house is now being erected. There were 1,325 pupils enrolled this year, and in the graduating class there were 8 boys and 19 girls.—The Board of Council of the Kentucky Reading Circle consist of A. W. Mell, Thos. M. Goodknight, and A. C. Goodwin.

MICHIGAN.

The Industrial Summer School for teachers began its third session July 12, continuing six weeks, at Big Rapids, Mich. The subjects which will receive special attention are: Reading, Writing, Orthography, Arithmetic, Grammar, Geography, History, Civil Government, Elements of Book-keeping, Algebra, School Law, Natural Philosophy, Theory and Art of Teaching, Physiology and Hygiene. The business department will be in session during the entire summer, beginning with the opening of the summer normal. The principal, W. N. Ferris, believes in the "new education," and advocates it vigorously.

NEBRASKA.

County institutes will be held in Nebraska as follows:

COUNTY.	TOWN.	REGINS.	CONDUCTOR.
Dawson,	Plum Creek,	July 26,	J. W. Patterson.
Dakota,	Dakota City,	"	W. C. Dibble.
Gage,	Beatrice,	"	M. D. Horham.
Polk,	Osceola,	"	H. J. Porter.
Seward,	Seward,	"	M. W. Warner.
Sheridan,	Rushville,	"	N. E. Leach.
Washington,	Blair,	"	J. W. Henderson.
Cedar,	Hartington,	Aug. 2,	J. W. McCoy.
Custer,	Broken Bow,	"	D. M. Ansbury.
Holt,	O'Neill,	"	C. A. Manville.
Jefferson,	Fairbury,	"	S. McKittrick.
Lancaster,	Lincoln,	"	P. D. McClusky.
Pawnee,	Pawnee City,	"	A. K. Goudy.
Phelps,	Holdredge,	"	Mrs. Mina Hopwood.
Platte,	Columbus,	"	W. H. Tedrow.
Saunders,	Wahoo,	"	O. Dooley.
Adams,	Hastings,	Aug. 9,	A. E. Allyn.
Buffalo,	Kearney,	"	T. N. Hartzell.
Cherry,	Valentine,	"	H. L. McGinnitie.
Clay,	Harvard,	"	A. A. Randall.
Gooper,	Homerville,	"	J. O. Parkyn.
Kearney,	Minden,	"	W. C. Pickling.
Knox,	Niobrara,	"	D. K. Bond.
Valley,	Ord,	"	F. Kates.

MR. O. C. HUBBELL, of Fairfield, Neb., is doing valuable work at institutes. He is now at McCook, Red Willow County and goes afterwards to Harvard Clay Co., for three weeks, commencing Aug. 9.

NEW HAMPSHIRE.

An exhibition of drawings of the schools of Concord was given at the class of the summer term.—James H. Willoughby, a graduate of Dartmouth, '73, teaching at Middleboro, Mass., has been elected principal of the Dover high school, vice Herbert W. Kittredge, resigned to accept the position of principal of the Fitchburg, Mass., high school.—Miss Elizabeth L. Burke, a prominent teacher in the Palm St. school, Nashua, and a young lady with a large circle of friends, died at her home on Elm St., July 4, aged 23 years.

NEW JERSEY.

The eleventh annual commencement exercises of the Jersey City high school took place June 24. The class numbered seventy. The program, though long was spoken of as highly creditable to both pupils and Prin. Poland. Eleven medals were awarded for excellence in different branches. Governor Abbott handing them with appropriate words of recommendation to each.—On the same evening Hoboken held its high school commencement exercises. Ex-Governor Bedle addressed the graduates. The presentation address was made by Principal Demarest, after which President McCann distributed the diplomas to the twenty-nine graduates.—The closing exercises of the grammar department of school No. 3, on Bright St., took place the morning of June 25. A handsome gold medal was presented Miss Mamie Sheridan for highest per cent. in examination.

A large and appreciative audience listened to the closing exercises of Miss K. Wakeman's school. The young scholars acquitted themselves in a highly creditable manner.—On Sunday afternoon, June 27, the annual exercises of the kindergarten of the German-American school took place at Turn Hall. The annual examinations were held June 28, 29, 30.

NEW YORK.

More teachers went to the state association this year from this city and Brooklyn than for several years.

The National Teachers' Reading Circle will hold a public meeting in the high school building at Saratoga Springs, on July 29.

The annual meeting of the Lewis County Association was held at Copenhagen, July 2-3. Prof. H. C. Northam, of Lowville, was present, and responded to the address of welcome on the part of the teachers. Pres. Capron delivered an address, in which he set forth the duties of the parents to the schools. They should visit the school, provide for its health, comfort, and convenience, cultivate a taste for reading in the children, and guard them against thrashy or immoral books, encourage obedience and politeness at home. Miss Jennie Dence, of Lowville, read a paper on the original subject of "Fly Traps." Traps allure and then restrain. The school should allure but not destroy; it should restrain, but not imprison. The paper was adopted as expressing the sentiments of the association. Query for discussion: "What are the objects of teaching United States History in common schools?" Supt. George Griffith, professor-elect of the science and art of education in New Paltz normal school, delivered a lecture entitled: "The Educational Problem of Our Day." The educational problem of our day is development of a citizenship worthy of our free institutions. As means of producing such a citizenship the lecturer recognized three agencies, the family, the school, and modern literature. Paper, "Teaching and Learning," by W. J. Allen, Copenhagen. Illustrating his method of teaching, he gave a class exercise in multiplication and division of fractions. Paper, "Man, the Architect," by Mr. John Crofoot Turin; essay, "Reading," Miss Belle Whitney; paper, "Popular Fallacies," Miss Carrie Carroll. All of these papers were warmly discussed.

The *Oyster Bay Pilot* makes a just complaint against the supervision of its school, or rather at the absence of supervision. The Board numbers nine; at the closing exercises only one of the nine was present. It also stated that five of the male population of the village were present, but the mothers were represented in goodly numbers. "In looking over the school registers a couple of weeks since, we found to our surprise that in the lowest two rooms there had not been a visit made by any member of the Board of Education since the 24th of March. The only visit made by any of the school officials to any one of the several departments since April was an hour or more spent in Mr. Surdam's room on June 1. We all agree that our teachers, as a whole, are competent for their duties. Wise, intelligent, and faithful supervision is just what our public school imperatively demands."

Niagara County Teachers' Association was held June 12, at Lewiston; one hundred and fifty teachers were present. The program contained the following papers: "Practical Arithmetic," Miss Jessie Swayne; "How to Teach Spelling," Miss Sara Swayne. Her best thoughts were: Spelling should be taught in every recitation; no incorrect forms should be allowed to make an impression; misspelled words should be erased rather than marked. Paper, "Stimulants and Narcotics," Dr. Grosvenor, of Buffalo; "Characteristics of a Good Teacher," Mr. C. L. Luther; essential characteristics were: perfect physical development, good government, high mental capacity, enthusiasm in work, complete self-control, and pleasant disposition; A. D. Filer, of Tonawanda, gave a short but practical talk on geography. Supt. Griffith followed in a talk on "map drawing." Miss Nettie Duquette, of Lockport, read a paper on "Supplementary Reading." Sample copies of supplementary reading in Lockport schools were distributed.

Babylon high school, L. I., held its first graduating exercises June 29. The citizens evinced great satisfaction and pride in the advancement the institution has made, and are beginning to appreciate the great worth of such a school in their midst. Prin. Roberts, in his earnest efforts, has been assisted by an able corps of teachers and an intelligent board of trustees. The diplomas of the graduates show the standard to be higher than is usually required in high schools or collegiate institutions.

Parish has recently raised money for a library and apparatus, purchased \$300 worth of books and \$200 worth of apparatus. The board has applied to the regents for admission of an academic department. Prof. Bugbee has just closed his third year in the school, and is to remain another year.

DR. GEO. W. COOK, who was principal of Cook's Collegiate Institute at Poughkeepsie, N. Y., for a period of fourteen years, has been induced by the trustees of Brighton Heights Seminary, New Brighton, Staten Island, to take charge of that institution. Both principal and trustees are to be congratulated on this alliance.

Program for the first week in the National Summer School of Methods, Saratoga Springs, N. Y., July 19-23. Adapted especially to primary work.

TIME.	SUBJECT.	INSTRUCTORS.
9-9.50	Psychology.	T. M. Balliet, Reading, Pa.
10-10.50	Primary Geography.	Miss Cate, Milwaukee Normal.
10-11.50	Kindergarten.	Miss Van Wagener, New York.
10-11.50	Model School.	Miss Thomas, Cook Co. Normal, Ill.
11-11.50	German Methods.	Dr. Duntton, Boston, Mass.
11-11.50	Arithmetic.	W. W. Speer, Cook Co. Normal, Ill.
12-12.50	Natural History.	Miss Arms, Boston, Mass.
3-3.50	Drawing.	W. S. Perry, Worcester, Mass.
3-3.50	Penmanship.	Ed. Shepard and J. S. Cooley.

The Teachers' Association of New York and Brooklyn made an excursion over the Ontario and Western Railroad to Niagara Falls and Thousand Islands. They telegraphed to J. C. Anderson, the popular passenger agent of the road, from Thousand Island Park, expressing their satisfaction with the splendid train service, and numerous attentions they had received. This road is growing every year in popularity with the public. It opens up a good health resort, the Western Catskills.

NORTH CAROLINA.

We are glad to receive quite a large list of subscribers from the colored teachers' institute, of Rockingham Co., conducted by Supt. George R. McNeil, of Reidsville, N. C. We learn from our correspondent that the institute for this season was an unusually interesting one. The county superintendent, Prof. N. S. Smith, is doing a good work in educational reform. Success to all such laborers. Supt. McNeil will conduct an institute at Greensboro, N. C., on Aug. 9, and one at Dobson, N. C., on Aug. 30.

The state normal school at Boone, Watauga Co., will open July 26, and continue four weeks. It will be under the management of a local board who have chosen the following corps of instructors: Prof. T. J. Mitchell, Science and Art of Teaching; Prof. J. F. Spainhour, Orthography and Arithmetic; Prof. J. W. Greene, Grammar and Physiology; Miss Lucy Journey, Reading and Penmanship; Miss Jennie Gales, Geography and Calisthenics; Jennie McDowell, History and the Model Class; Emma Council, Music.

SOUTH CAROLINA.

PROF. D. B. JOHNSON has been unanimously re-elected superintendent of the Columbia (S. C.) city schools which he has conducted with considerable success for three years. He is now moving for a training school for teachers in connection with the city schools; there is at present no regular normal or training school for white teachers in the state. Supt. Johnson's work seems to be appreciated in the Palmetto state, and a leading paper has put forward his name to succeed Col. Coward, who, it is said, will not be a candidate for re-election.

The third Chester County normal institute for white teachers was held in the Academy Hall in Chester for one week, beginning Monday, June 28, and ending Saturday, July 3, with Prof. T. J. Mitchell, superintendent of the Charlotte, N. C., city public schools as principal. He was ably assisted by Professor W. H. Witherow, principal of the Chester graded school, and Prof. W. S. Morrison, superintendent of the Spartanburg, S. C., public schools. Prof. Mitchell's lectures on School Government were attentively listened to by both teachers and visitors. He seems to have mastered school work, both in theory and practice. The work done by Profs. Witherow and Morrison was of superior quality.

WISCONSIN.

At a meeting of the districts of Eau Claire, held in July, 1884, \$800 was voted at the request of the district board to furnish room for school, pay teachers' wages, and purchase material for a manual training department. The school was opened in January, 1885, with an attendance of forty pupils. The room is furnished with five double benches, and provided with ten sets of the more common carpenter tools. The forty pupils attending are divided into four classes, and instruction is given daily either in the use of tools, or in mechanical drawing. No attempt is made to produce valuable products, the sole object being to give skill in the use of tools. The exhibit consists only of pieces made with above end in view. The use of the saw is acquired in a wide range of work, many pieces being planned with special reference to this one thing. Other pieces are designed to give facility in use of chisel. This is seen in a vast range of work in tenoning and mortising, dovetailing, splicing, and other kinds of work. Fine finish is not aimed at, and the joints made in various pieces are the product of the saw and chisel, but in no case is the chisel used to smooth off the work of the saw. Each piece of work is made from a draft constructed by the pupils.

Sewing is taught in the first and second grades, one lesson being given each week. Boys and girls work together, no distinction being made on account of sex. The work shown consists largely of overcasting; but a considerable number of garments made by the boys and girls is also on exhibition.

PERSONALS.

MR. A. HALL BARDICK, recently of St. Johnsville, N. Y., has resigned, and goes to Alliance, Ohio.

PROF. J. F. HOWELL, professor in the normal department of the State University of Arkansas, was in attendance at the Cook Co. normal school. Prof. Howell is one of the progressive teachers of his state.

THOMAS EDWARDS, the Banff naturalist, who attained wide fame by the strange story of his life written by Samuel Smiles, died recently after a prolonged illness. Mr. Edwards was born on Christmas Day, 1814, at Gosport, New Hampshire, where his father a private in the Fifeshire militia, was stationed after returning from the Peninsular War. The elder Edwards, who was a handloom weaver, afterwards settled in Aberdeen. Early in life Thomas Edwards showed indications of a great love of animals, insects, and creatures of every description. He made extensive excursions in search of specimens, and many amusing anecdotes are told to illustrate his extreme fondness for the most repulsive subjects in the animal creation.

MR. JAMES C. GREENOUGH, the recent president of the Massachusetts Agricultural College, is a most thorough educator, one of the very best in Massachusetts. The Agricultural College standard is higher and more thorough, and the reputation of its sagacious head has attracted students to its halls from China and Japan, South America, and Armenia, as well as a better class from our own country. A noble young man, the son of a Japanese governor, and an extraordinary mathematician and scholar, is an enthusiastic undergraduate. His examination paper in mathematics was so remarkable for its entire excellence that it was marked a hundred. He is a man of the highest breeding, and is already so impressed with the superiority of Christianity, that, with the approval of his intelligent father, he is an ardent student and admirer of our religion. Earnest anticipations are cherished with reference to his most promising future.

DR. JAMES M. MILNE, of Courtland, N. Y., state normal school, has instituted a new plan of teaching in his first and second Latin classes and second Greek class. It has already proved a decided success, and the verdict of the students is that they learn by it many facts which would otherwise be passed unnoticed. This is one of its chief advantages; it calls for the closest application and most careful observation on the part of the student. The outline of the plan is as follows: In the evening these points are studied: 1, analysis by clauses; 2, analysis by words; 3, translation to verify analysis; 4, technical etymological analysis; 5, technical syntactical analysis; 6, corrected translation written on paper. The next morning the corrected English translation is translated back into Latin or into Greek. This translation is then compared with the original text and the mistakes noted. Both translations are handed to the teacher. At the beginning of the recitation the teacher answers questions suggested either by the mistakes made by the students or by their troubles in preparing the lesson. The rest of the division is spent in miscellaneous work.

BOOK DEPARTMENT.

NEW BOOKS.

ELEMENTARY CO-ORDINATE GEOMETRY. For Collegiate Use and Private Study. By William Benjamin Smith, Ph.D. Boston: Ginn & Co. \$2.15.

A new work on geometry must present a claim to develop a higher mental culture than any other extant. Such is the claim of this work and not without foundation. The author recognizes the formation of concepts as the important part of mental training; and he who can form concepts clearly, can put them together correctly and clearly. This psychological truth is the basis of his demonstrations. The work is exhaustive, and logically and naturally developed. Particular attention has been given to the notation to make it consistent throughout, and at the same time to relieve that tedium of graphic representation that usually accumulates as we proceed in this subject.

MANUAL TRAINING IN EDUCATION. By James Villa Blake. Chicago: Chas. H. Kerr & Co. Paper, 25 cents.

In about one hundred pages this little book discusses the training of the hand as properly an integral part of education. The relation of general and special education, the need of hand-training for all classes, the dignity of the hand-work, its influence on personal character, the relation of manual training to immigration and to the apprenticeship problem, and the present condition of the subject, are among the points treated—all in a very condensed way. It will be read with profit by teachers and others interested in the methods of education.

TARAS BULBA. By Nikolai Vasilievitch Gogol. Translated from the Russian by Isabel F. Hapgood. New York: Thomas Y. Crowell & Co. \$1.00.

A picture of the Cossacks, more vivid than any history can represent, is here drawn. Taras Bulba and his two sons are types of the fierce race. Cossack character and pursuits, the education of the sons, their training at the Satch, their experience in actual warfare against the Poles, the heroic manner in which they die, are portrayed as only a Russian can describe them. Dupuy, in his life of Gogol, says: "Gogol's childhood was entertained by marvelous stories of the Cossacks. He gathers together half-forgotten legends and traditions, and when he was sufficiently permeated with savagery, to think and speak like a Cossack of the last century, he created a work at once modern and archaic, learned and enthusiastic, mystic and refined."

THE STORY OF NORWAY. By Hjalmar H. Boyesen, New York and London: G. P. Putnam's Sons. \$1.50.

Hjalmar H. Boyesen has carried out what has been his ambition for many years, in writing the history of his native land. This is a valuable acquisition to English literature, as no work exists in this language worthy of the name of a history of Norway. It is to us a land shrouded in myth, the retreat of the ancient vikings whose exploits spread terror over Europe. The work describes Norway on the days of the Norsemen down to the reign of Oscar. The ancient religion, the vikings and their exploits, the introduction of Christianity, the dramatic incidents in, and the achievements of, its great rulers, the days of its dependence and independence are described by one who is versed in the tongue and literature of Scandinavia. More than this the writer, as a native who has breathed the air and trod the soil of the land which he describes, adds the loving touch, sees the extenuating circumstance in the rash deeds of Norway's heroes, if there be any, detects the noble qualities, and shows the influence contributed by Norway to the stream of civilization.

THE STORY OF GERMANY. By Sabine Baring Gould. New York and London: G. P. Putnam's Sons. \$1.50.

The story embraces a period extending from the first appearance of the Teutons and Cimbri in Italy, and therefore the first appearance of these barbarians of the north to the civilized world, down to the foundation of the empire under William I. All the facts of history, the steps in the development of the nation as it stands to-day are not told simply as so many facts, but are related in an intensely picturesque manner. It is not a confused medley of one king and one event succeeding another, but each one seems to have a setting of its own that gives a charm to history for either the old or young reader.

Incidents and characteristics are so related as to give a personality to the remote characters. The long line of heroes, sages, and poets of which Germany can boast, are brought before the youth as he may never have conceived of them before. Germany is rich in interesting historic facts, but in this work, added to these is the charm of narration that renders the work irresistible.

WON BY WAITING. By Edna Lyall. New York: D. Appleton & Co. \$1.50.

The scene opens in France. A brother and sister, in obedience to a dead father's wish, flee from France to England at the time of the siege of Paris and the horrors of the commune. The sister is placed in a dean's family. Here is brought out the strong contrast between English and French character, and the depressing effect of the cold, stiff, formal ways of the English upon the vivacious, demonstrative French temperament. The moulding effect of trials is illustrated in nearly every character. The affection existing between Esperance and Gaspard is a beautiful instance of brotherly and sisterly love. The tone of the book is somewhat sad, but the end is a sufficient reward for their numerous trials.

DON'T MARRY. By Hildreth. New York: J. S. Oglivie & Co. 25 cents.

A little book advising both men and women whom and what to avoid in marrying. The advice is given in a brief, practical, pointed manner, full of valuable and suggestive hints.

HELPS FOR TEACHERS. A descriptive list of the most valuable books on The Science and Art of Teaching, Philosophy of Education, Physical Education, Primary Education, The Kindergarten, Mental and Moral Philosophy, Dialogue Books, Speakers, etc. New York: E. L. Kellogg & Co. 68 pp. with cover.

A catalogue like this has long been needed by teachers. They are constantly buying professional books and want, of course, the ones best suited to their purpose. No one unacquainted with the teacher's circumstances can prescribe "the best book." But with a catalogue in his hand containing not only the names but descriptions of all the books upon the subject he wants the teacher himself can soon decide upon the one that will meet his requirements.

Such a catalogue is "Helps for Teachers," a neat pamphlet well bound and printed. It contains, (1) an introduction on the selection of works for teachers, (2) a full descriptive list of the publications of the publishers, (3) the titles, authors, prices, and description of two hundred and fifty works carefully classified into departments named above. It is indexed by title, author, and subject. Thus "Pages Theory and Practice" appears under "Page," under "Teaching," and under "Theory and Practice." The publishers deem it best to give every teacher the benefit of the teachers' discount, now so generally given on books.

THE YOUNG PEOPLE'S TENNYSON. Edited by William J. Rolfe, A.M. Boston: Ticknor & Co. 75 cents.

The poems selected from Tennyson are such as will tend to awaken an interest for poetry in young readers. A very interesting sketch of the author's life, and notes on the poems are appended. The annotations refrain from aesthetic criticism as this would defeat the object of the poems, viz., to teach the young reader to detect for himself the music and the beauty. Allusions, historical and otherwise are explained in the notes; also earlier readings of the poems are given.

CHILDHOOD, BOYHOOD, YOUTH. By Count Lyof N. Tolstoi. Translated by Isabel F. Hapgood. New York: Thomas Y. Crowell & Co. \$1.50.

These memoirs reveal more largely than his other works the mental and moral qualities of Tolstoi in his youth, but they do not adhere strictly to the facts of his family history; therefore the work is classed as a novel. Though it may rank as of less importance than his other works, yet it will be warmly welcomed by the public who would know more of this most interesting character of the period. The main facts of the great writer's life are stated in the preface. *Childhood* was his first production, written in the Caucasus, and published in 1853. In his childish impressions and descriptions, one is reminded of George Eliot, for both alike bear the stamp of genius. The events of the child's life, the minute descriptions, the childish intuition of things passing around him, seemed to be looked back upon and vividly recalled and pleasantly told. *Childhood* was followed by *Boyhood*, and later on, *Youth*. One reads this work, and, like all the rest, feels the great bond that unites humanity, whether Russian or American.

SHELDON'S COMPLETE ARITHMETIC. With Oral and Written Exercises. New York and Chicago: Sheldon & Co. 1886. 392 pp.

Many arithmetics published of late years, and in fact, at any time have some great excellence in one feature to the imperfect treatment of some others; but in the present instance, this trouble has been to a great degree avoided by uniting the methods of several successful teachers and textbook authors, and by having the proof-sheets thoroughly examined and criticized by others. The result has been an arithmetic unusually well adapted to the wants of the school-room. The fundamental definitions and rules are reached by the inductive method; drill tables are provided for the purpose of perfecting the pupils in the different processes; and a sufficient number of examples and problems, oral and written, are given to afford a thorough review. The lessons on equal parts of units clear the way for the exercises in mixed numbers. Here the fractional parts of the numbers are simple, and the result is determined by inspection. The lessons on decimal parts of units prepare the pupils for a thorough study of United States money as presented in the lessons that follow; and the whole is supplemented and completed by giving the more commonly used tables of denominate numbers and a large number of practical examples. Due attention has been given to the metric system of weights and measures, while in the chapters on percentage and the applications of percentage, the problems introduced are simple statements of commercial transactions as they actually occur.

In the appendices is to be found considerable valuable material upon the greatest common divisor, the least common multiple, miscellaneous tables of measure, and equivalents, interest laws, arithmetical and geometrical progression, and annuities. This book is worthy of careful examination and study, being far ahead of the greater number of text-books in many schools at the present time.

ALICE WITHROW, OR THE SUMMER AT HOME. By Lucy Randolph Flemming. New York: Thomas Y. Crowell & Co. \$1.25.

A pleasing and profitable story for children is the universal comment upon this work. It will be an acquisition to any Sunday or public school library. No improbable traits of character are illustrated; the plot is simple, natural, such as might occur in everyday life.

SHAFTESBURY. (The first earl.) By H. D. Traill. English Worthies series, edited by Andrew Lang. New York: D. Appleton & Co. 75 cents.

The first fair biography of the first earl might have been the proper title of this book. Dryden perpetuated his name ignominiously in "Absalom and Achitophel," and others as noted have taken up the subject only to "paint it in black." This author avoids either extreme, and, taking a middle course, gives a fair representation of the life of one of the most abused men of his times. His life and character, intellectually and morally, his place and importance in history, are at last justly estimated.

THE DESTRUCTION OF GOTHAM. By Joaquin Miller. New York and London: Funk & Wagnalls.

New York city is the subject which this work undertakes to treat. Joaquin Miller portrays, in a strong and fearless way, the wild, giddy dance of the doomed city and the fate that overtakes her. The mad rush for wealth, the constant shipwreck of character, the utter forgetfulness of God and right, the unsurpassed grandeur and corruption on the one side, and the poverty and corruption on the other, are vividly and impressively told. The history of the proud cities of the east is repeating itself in this, our modern Gotham. This work will express the convictions of many.

THE NEW KING ARTHUR, AN OPERA WITHOUT MUSIC. By the author of "The Bunting Ball." New York and London: Funk & Wagnalls. \$1.00.

Like its predecessor this work is making a ripple in the literary world. Guesses were made by the most famous critics as to the authorship of these clever satires, until it was made known by the publishers. This last is a modern parody on "Idyls of the King," having the same cast of characters. It is dedicated to Lord Tennyson in a manner as unique and asuring as the poem itself is. The versification is charming. The whole action of the poem hinges on the carrying away of the Excalibur, a sword that will bring royalty to the possessor. Two con-

spiracies are formed, to be carried out by the Queen and other ladies whose only object in so doing is to secure at the same time a magic face powder and hair dye. As Queen Grimevere is bringing the sword from the depths below, amid thunder and lightning, it is seized by the king's fool, and laid at King Arthur's feet. Thereupon the conspirators immediately charge the theft to the fool, and the king's only true friend is borne away in chains.

BOOKS RECEIVED.

The Century Magazine, Nov., 1885-April, 1886; vol. XXXI. New series; vol. 9. New York: Century Co. Plain top, cloth, \$3.00; gilt top, cloth, \$6.50.

Hours with German Classics. By Frederic Henry Hodge. Boston: Roberts Bros. \$2.50.

Life of Henry Wadsworth Longfellow, with extracts from his journals and correspondence. Edited by Samuel Longfellow. Boston: Ticknor & Co. 3 vols.

A Handbook of English History. By Francis H. Underwood, A.M. Boston: Lee & Shepard.

Household Remedies for the Prevalent Disorders of the Human Organism. By Felix L. Oswald, M.D. New York: Fowler & Wells Co. \$1.00.

Guy Mannerling. By Sir Walter Scott. Edited with Notes for Schools by Charlotte M. Yonge. Boston: Ginn & Co.

The Wealth of Households. Danson. New York: Macmillan & Co. \$1.25.

Sheldon's Complete Arithmetic, with Oral and Written Exercises. New York and Chicago: Sheldon & Co.

Haschisch. A novel, by Thorold Klug. Chicago: Jansen, McClurg & Co. Cloth, \$1.00; paper, 50 cents.

Hold Up Your Heads, Girls! Helps for Girls in School and Out. By Annie H. Ryder. Boston: D. Lothrop & Co.

Elementary Algebra. By Charles Smith, M.A. London and New York: Macmillan & Co. \$1.10.

Through the Year with the Poets—May. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75 cents.

How They Learned Housework. By Christian Goodwin. Boston: D. Lothrop & Co. 75 cents.

Tommy's First Speaker for Little boys and girls. Edited by Tommy himself. Chicago: W. H. Harrison, Jr. Boards, 50 cts.

Chemical Arithmetic. By J. Milnor Colt, Ph.D. Boston: D. C. Heath & Co.

Queries With Answers—In Literature Art, Science, and Education. Edited by C. W. Moulton. Buffalo: C. L. Sherrill & Co.

Allen's Forty Lessons in Practical Double Entry Book-keeping. By George Allen. Second Edition. Newborn, N. C.: George Allen. \$1.50.

The Adventures of Ulysses. By Chas. Lamb. Edited with notes, for schools. Boston: Ginn & Co.

Clarendon Press Series. Shakespeare's Select Plays—King John. Edited by Wm. Aldis Wright, M.A., LL.D. London and New York: Macmillan & Co. 40 cents.

Ward's Graded Lessons in Letter Writing—Business Forms. For schools and academies. New York: A. S. Barnes & Co. 4 bks.

Marvelous in Our Eyes. A story of Providence. By Emma E. Hornbrook.

Witness my Hand. A Fenshire Story. By the Author of "Lady Gwendolen's Tryst." Scraps, by Mrs. J. H. Walworth. Lady-Rainbow series. New York: Cassell & Co. 25 cents each.

Modern Languages in Education. By Geo. F. Comfort, Dean of the College of Fine Arts and Professor of Languages in Syracuse University. Syracuse: C. W. Bardeen. 25 cents.

How to Teach Penmanship in Public Schools. By J. L. Burritt. Syracuse: C. W. Bardeen. 60 cents.

The Life and Adventures of Baron Trenck. Translated by Thos. Holcroft. Vol. 2. Francis Bacon. By Lord Macaulay.

Selections from the Table Talk of Martin Luther. Translated by Captain Henry Bell. The Wisdom of the Ancients and New Atlantis. By Francis Bacon. New York: Cassell & Co. 10 cents each.

Songs of Promise. By J. H. Tenney and Rev. E. A. Hoffman. Boston: Oliver Ditson & Co.

Many Mistakes Mended. Containing two thousand five hundred corrections in Speaking, Pronouncing, and Writing the English language. New York: N. Tibbals & Sons. \$1.00.

Tweed's Grammar for Common Schools. By B. F. Tweed, A.M. Boston: Lee & Shepard.

CATALOGUES AND PAMPHLETS RECEIVED.

Twelfth Annual Catalogue of the Southern Illinois Normal University, Carbondale, Pa., 1885-86. Robert Allyn, Principal.

Annual Catalogue of the University of Deseret, Salt Lake City, Utah, 1885. John R. Park, M.D., President.

Report of the Governor of Wyoming to the Secretary of the Interior, 1885. Hon. Francis E. Warren, Governor.

Course of Study in Drawing for the Brooklyn Public Schools; adopted by the Board of Education, May 12, 1885.

Thirtieth Annual Catalogue of the Officers, Students, and Graduates of the Western Pennsylvania Classical and Scientific Institute, Mt. Pleasant, Pa.; June, 1886. Rev. Leroy Stevens, A.M., President.

Triennial Circular of the Connecticut Normal and Training School, New Britain, Ct., June, 1886.

Sextennial Catalogue of the Eastern Iowa Normal School, Columbus Junction, Iowa, 1879 to 1885. Edwin R. Eldridge, President.

MUSIC RECEIVED.

Spanish March (characteristic). By Robert Coverley. 40 cents.

Entreaty (Bible). A beautiful little gem from Carl Bohm, with English version by M. Barnett. 25 cents.

If Love were what the Rose is. By A. C. Mackenzie. 35 cents.

Tell her ye Stars. Song composed by Brandon Thomas, and sung with the Vokes Comedy Co. 30 cents.

Ames Zouaves March. Bright and lively. By T. P. Brooke. 30 cents.

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A Pretty Little Star. Pulka song. Words and music by Theo. Moelling. 35 cents.

Home Made Chicken Pie. A good rousing minstrel song and chorus. By Frank Dumont. 30 cents.

Mermaid. An attractive little song. By Benjamin Loveland, with words by Owen Meredith. 30 cents.

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DITSON'S & CO.'S SACRED SELECTIONS, TENTH SERIES.

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No. 1376. Honor to the Nation's Dead. Coe. 6 cents.

No. 1377. One Flag, One Country Still. 10 cents.

No. 1378. We Gather Here With Reverence. Coe. 10 cents.

No. 1379. The Flag They Loved So Well. Lealie. 10 cents.

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4. *PAYNE'S ART AND SCIENCE OF EDUCATION*. This is a reprint of the writings of the most noted English thinker of modern times on education. It is a book that every teacher should have.

5. *TATE'S PHILOSOPHY OF EDUCATION*. This is a book of immense value because it lays down principles. It is destined to have a great popularity.

DEPARTMENTS.

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HERE are the names or the titles of a few of the very interesting articles which have lately appeared in *TREASURE-TROVE*: *Pleasant Pilgrimage*, No. I; *A Trip to Cottage City*, Martha's Vineyard, No. II; *A Trip to Nantucket and Return*, both articles illustrated; *Botanical Tramps*, or a Pleasant Way to Teach and Learn Botany, illustrated, Nos. I, II, III; *Niagara Falls*, illustrated; *The Man Under the Apple Tree*; *A New York Idea*, or the Manufacture of Toys, illustrated; *The Cruise of the Sally Ann—A School Superintendent's Story*; *A Useful Life—Dio Lewis*, with portrait; *My Fourth at John Thomas's*, or *How Fire-works are Made*, illustrated, *Night Air*, by Dr. Dio Lewis; *Little Stories in Silver and Gold*, or *Sketches of Ancient Coins and their History*, illustrated; *Food Plants in Hot Countries*, illustrated; *Natural History*, or *Fashions in High and Low Life*, illustrated—two articles in each number; *Stories from History*; U. S., English, French, German, and Scottish; *Stories for Reproduction*; *Stories for the Little Ones*; *Pieces for Recitation*, *Declaration*, *Compositions*, *Letters*, etc., etc. All these, besides one or two continued stories and several short ones in each number.

WE have several books in preparation, or nearly ready, that you will like to hear about.

SCHOOL DEVICES is the name of a new book to be ready in August, by E. R. Shaw and Webb Donnell of Yonkers, N. Y. The object is to afford practical assistance to teachers who wish to keep their work from degenerating into mere routine, by giving them in convenient form for constant use at the desk, a multitude of new ways to present old truths.

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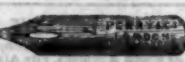
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